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ABSTRACT

One of seven similar project reports dealing with program development in career education for teacher, counselor, and administrator preparation, this report presents, in two sections, information on infusing career education content into counselor education programs. The first section, covering the majority of the report, describes the results of the work done by the Counselor Education Task Force. This information is grouped under the headings Career Guidance Competencies (needed by administrators, teachers, and counselors); Summary of Competencies and Student Outcomes; Teaching/Learning Activities; Summary of Career Education Content for Counselors; and Possible Counselor Course Content. The second section provides examples of how two institutions infused career education elements into counselor and teacher education courses. The appendixes contain the form used by different task forces in identifying, describing, and classifying career education elements; and lists concerns of the National Advisory Council on Vocational Education. For more information on the total project, see CE 009 305. (TA)

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CAREER EDUCATION IN COUNSELOR EDUCATION

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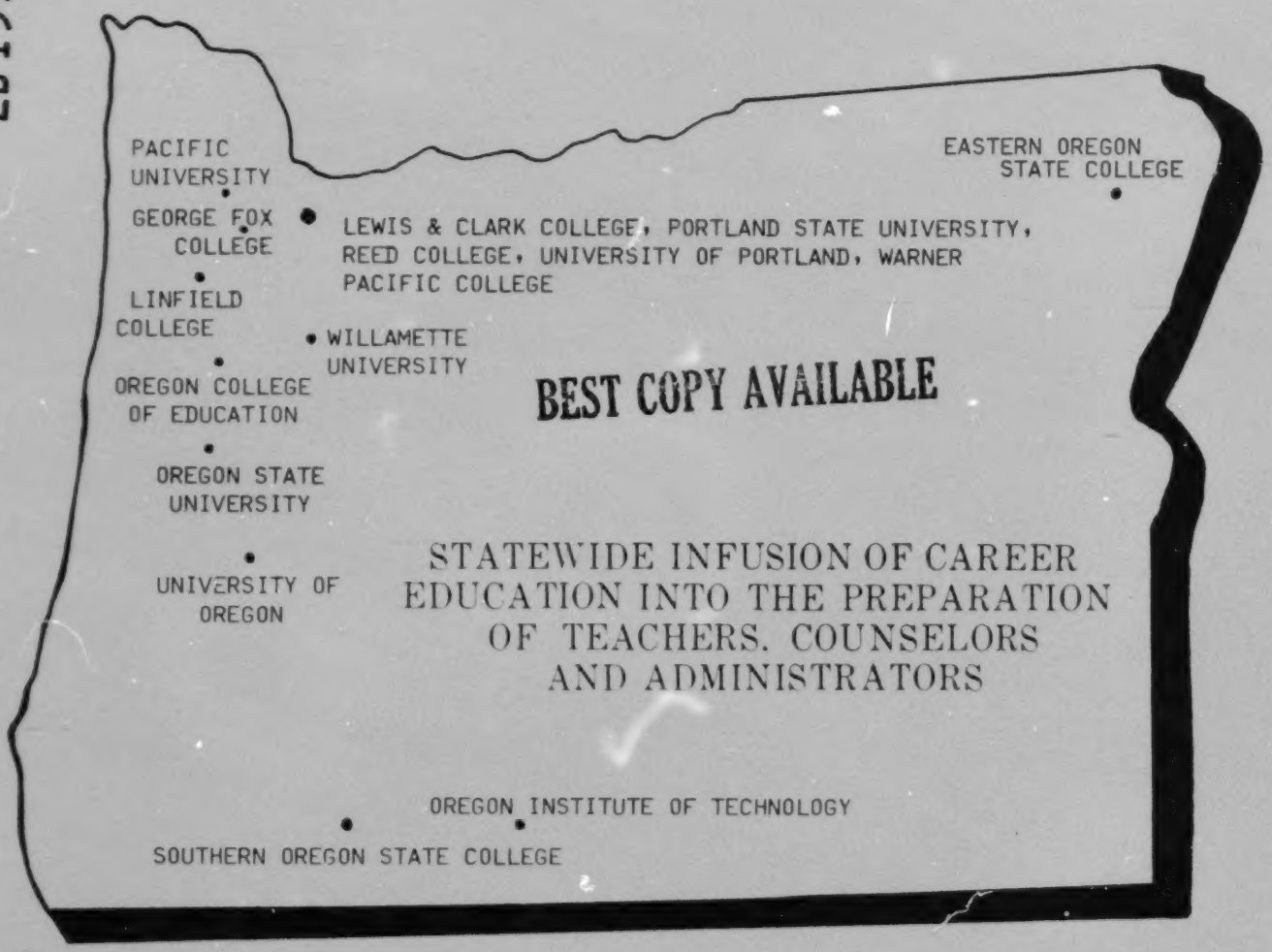
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STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS. COUNSELORS AND ADMINISTRATORS

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
3180 CENTER STREET NE
SALEM, OREGON 97301

September, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

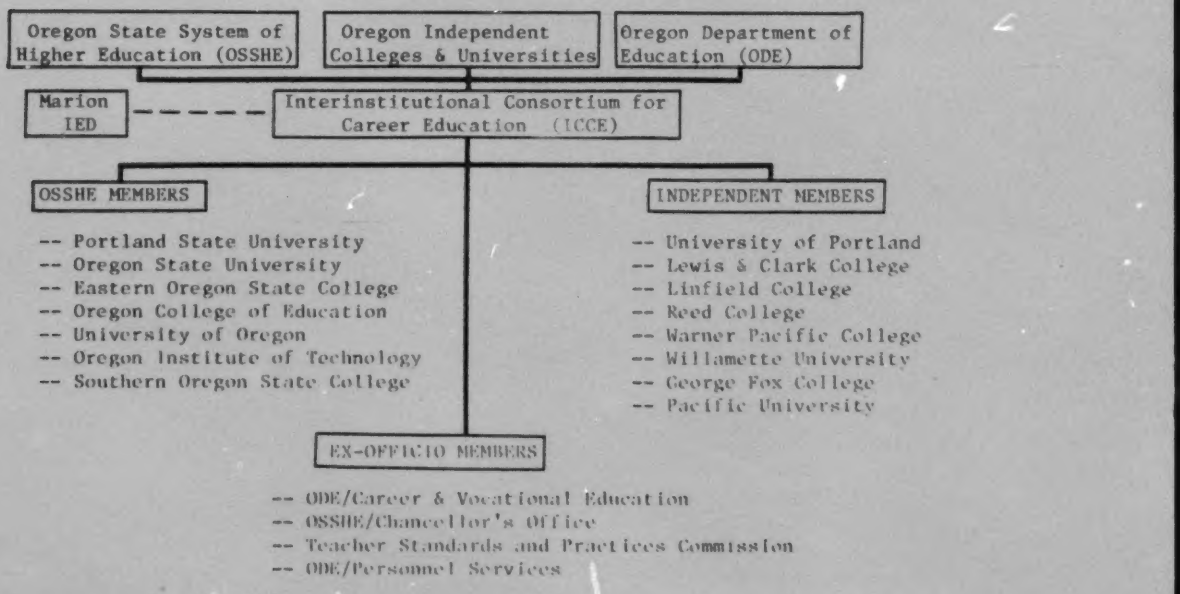
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE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-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
-- ODE/Personnel Services

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The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

PREFACE

The materials presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly supported state and federal project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive project was focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties, program development for teacher, counselor and administrator preparation, and teacher certification and program accreditiation.

This document has resulted from work in the program development area and presents career education content for counselor education curricula developed by the Project's Counselor Education Task Force. Also presented are the revised course syllabi which have been infused with career education elements. The course infusion work was done at Portland State University and Lewis and Clark College.

This report is one of eight similar reports dealing with program development in career education for teacher, counselor and administrator preparation. The other reports address Secondary Teacher Education, Special Education Personnel, Elementary Teacher Education, Vocational Education Personnel, Career Clusters Information, Community Resources Utilization and a Conceptual Model for the Career Education Dimension of College and University Personnel Preparation Programs. Although each report is complete in itself, the user of this report may find the others supportive in meeting a particular need.

Many individuals and agencies have contributed to the work of the total project. The program development aspects, in particular, have required the collaborative support of numerous individuals. Portland State University and Dr. Allen Lee, Director of Career Education, specifically deserve much of the credit for what has been accomplished in program development. PSU was the major sub-contractor to the ICCE for this work and Dr. Lee provided the leadership and direction for those activities. The original report was prepared on behalf of the Task Force by Zola Dunbar and edited by Dr. Allen Lee, both of PSU. Further editing and final formatting was done by the ICCE central office staff. Both the task force members and individual professors who infused courses deserve our sincere appreciation and thanks. Those individuals are identified in the appropriate sections of this report.

The results of this initial effort to infuse career education concepts into teacher, counselor and administrator preparation in Oregon are already impacting upon Oregon educational personnel development programs. Further testing, evaluation and course/program infusion will take place during 1976-77 and 1977-78. It is hoped that this and the companion reports will facilitate that effort and also be of assistance to colleges, universities and other agencies and institutions outside Oregon who wish to undertake similar efforts.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

INTRODUCTION

The potential of any educational reform movement is highly dependent on the attitudes, skills, and understandings of the educational personnel responsible for its implementation. As such, the maximum potential for career education can only be reached if its concepts, knowledges and skills are adequately infused into inservice and preservice preparation of teachers, counselors and administrators. Although many individuals, agencies and institutions have responsibility for personnel development, the institution which must provide the primary leadership and direction are those colleges and universities which prepare educational personnel for our schools.

The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions who prepare teachers, counselors and administrators to better meet the needs of personnel preparation for career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of the personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation. The work reported in this document represents a portion of that change strategy in the area of program development. Materials included are those developed by a task force and those developed by faculty members of cooperating institutions who revised existing courses to include appropriate knowledge and skills in career education.

The conceptual design for this activity was that a group of knowledgeable people representing colleges and universities, local education institutions, the Oregon Department of Education, and the business, labor and industrial community would come together within the context of a given area of education, i.e., elementary education, and identify those concepts, student outcomes, teaching/learning activities, teaching competencies and body of information which would be important for inclusion in the preparation programs for individuals in the given area. Further, the strategy provided for colleges and universities to analyze their curricula in a given area and identify which concepts were currently being adequately covered in the preparatory programs, which concepts could be covered with slight modification of the curriculum and which concepts would have to be infused into the curriculum as new materials. Similar procedures were used for the analysis of courses at all institutions. Note Appendix I for the form used for this purpose.

Courses were then selected for revision. The criteria used by Portland State University for selecting elementary and secondary teacher education courses to infuse with elements of career education are examples of the thought that went into such decisions. These courses were selected for infusion efforts on the basis of the following criteria:

1. Courses selected represented a cross-section of the curricula areas found in public schools (Social Studies, Reading, Science, Language Arts, Physical Education).

2. Courses selected represented a cross-section of the key undergraduate experiences required for acquisition of a basic teaching certificate.

3. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree program.

4. Courses selected were taught this academic year by instructors specifically interested and committed to the infusion of career education strands into departmental course offerings.

5. Courses selected were taught by faculty recognized as key personnel who provide leadership for program development.

Infused courses were tried out with students and syllabi again revised, based upon the pilot test.

In general the preceeding strategy has been used in developing the materials included in this report and has proven a very adequate model for causing programs and course syllabi to be infused with career education concepts at the college and university level.

However, as in any developmental effort, modification of the strategy had to be made to fit the day-to-day situation. Initial plans called for the task force to have completed its report early in the academic year -- in time for that report to be distributed to the colleges and universities faculty before the infusion of the courses began. Because of the time needed for the task force to adequately fulfill its responsibility and the need to pilot test the revised syllabi during 1975-76, the infusion process began before the task force work was completed. Faculty members directly involved with course infusion were for the most part also members of a task force and therefore did have the benefit of the initial task force findings. In addition to the basic content of the task force reports, the selected bibliographies proved extremely helpful in course and program revision.

The task force chairperson played a key role in organizing the task force and in the development of the report. The chairperson was assisted in each instance by a task force coordinator who had the specific responsibility of pulling together the task forces varied activities and materials and putting them into a cohesive document for review and examination by task force members. The task forces reviewed information from a variety of sources and met periodically to discuss their findings and to suggest what should be included in the career education content of counselor education programs. Before finalizing that task force report a draft prepared by the coordinator was distributed to the task force members for their comments and additional input. Additionally, the Northwest Regional

Educational Laboratory was contracted to critique the material and provided an analysis of its content. The Northwest Lab provided sources of additional material which could strengthen the task force document. Subsequently, much of this material was included in the task force reports.

This reports should prove useful to college and universities desiring to include career education as a part of their counselor education program. The information from the task force can provide concepts and content to be considered. The examples of required course syllabi used to infuse this information can demonstrate a process that is possible to help accomplish an essential task.

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CAREER EDUCATION CONTENT
FOR
COUNSELOR EDUCATION PROGRAMS

The material included here is the result of the work done by a Task Force whose purpose was to identify, collect, review and organize a body of career education information for consideration by colleges and universities with responsibility for the preparation of counselors.

TASK FORCE MEMBERSHIP

Persons from various colleges and universities, local school districts and the Oregon Department of Education served on the Counselor Education Task Force. Their contribution to the project is truly appreciated.

Dr. Joan McIlroy, Task Force Chairwoman
Lewis and Clark College
Portland, Oregon

Dr. Les Adkins
Oregon Department of Education
Salem, Oregon

Ms. Jacquelyn Hammer
Oregon State University
Corvallis, Oregon

Mr. Marvin Harmon
Oregon Department of Education
Salem, Oregon

Mr. James Hathhorn
Oregon Institute of Technology
Klamath Falls, Oregon

Ms. Phyllis Lee
Portland State University
Portland, Oregon

Dr. Allen Miller
Hillsboro School District
Hillsboro, Oregon

Ms. Marleen Pickens
University of Portland
Portland, Oregon

Mr. Alan Robertson
Lewis and Clark College
Portland, Oregon

Dr. John Schultz
Portland State University
Portland, Oregon

Mr. Peter Snow
George Fox College
Newberg, Oregon

Mr. Dick Rumble, Task Force Coordinator
Portland State University
Portland, Oregon

CAREER EDUCATION CONTENT
FOR COUNSELOR EDUCATION PROGRAMS

The following eight basic career guidance competencies, identified by the Four-State Project[1] with their student outcomes and competencies for teachers and counselors are not intended as a definitive work, nor is it suggested that preparation for such would represent a total training program. The eight basic competencies are intended as a beginning upon which institutions may build. They are proposed as a part of a total teacher, counselor and administrator preparation program on either a preservice or inservice basis.

Basic Career Guidance Competencies

The eight basic competencies represent a part of the career education concept and should be useful to educators regardless of how they view or define the term.

Enable learners to identify and clarify personal abilities, interests and values in relation to their career development.

Enable learners to discover the interactions among life roles, personal life styles and occupational choices.

Enable learners to acquire and apply decision-making skills.

Provide the learner with occupational information.

Demonstrate a knowledge of appropriate use of commercially produced and teacher made tests in assisting the learners in their career development.

Enable learners to identify and understand the differences in working relationships associated with various occupations.

Identify and use school and community resources which will assist the learners in their career development.

Work with the learner to involve parents in the learner's career development.

Competency Needed by Administrators

A competency which has an impact on all eight areas is to:

Develop, implement and manage a system which will provide budgetary and environmental support for teachers and counselors to enable students to realize outcomes from the eight basic career guidance competencies.

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1. The Four-State Project was coordinated by the Oregon Department of Education and involved the states of Idaho, Washington, Oregon and Alaska. The project identified the eight basic competencies for classroom teachers and developed teaching/learning packages in each area.

Competencies Needed by Teachers

Competencies which have an impact on all eight areas are to:

Devise and execute action plans for infusing career implications of their subject matter into lesson plans.

Present data to combat both racism and sexism in ways that will make both educational and career opportunities more available to all learners.

Create, adapt or adopt activities for each of the eight areas that will meet the needs of the students for whom the teacher is responsible.

Competencies Needed by Counselors

Competencies which have an impact on all eight areas are to:

Assist teachers to become knowledgeable concerning the career implications to their subject matter.

Provide in a career information and resource system the materials and information needed by teachers to combat racism and sexism.

Gather, review and disseminate appropriate career information.

Write measurable objectives and establish an evaluation system for the total guidance program.

Utilize the sources and talents of support personnel in other areas.

Communicate career guidance needs of students to curriculum experts in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth.

Summary of Competencies and Student Outcomes

The following chart summarizes the relationship of teacher and counselor competencies and student outcomes to each of the eight (8) competencies

ENABLE STUDENTS TO IDENTIFY AND CLARIFY PERSONAL APTITUDES, ABILITIES, INTERESTS AND VALUES IN RELATION TO THEIR CAREER DEVELOPMENT.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Identify their aptitudes, abilities and interests; state their values.	Enable students, both individually and in groups, to clarify their aptitudes, abilities and interests and to become aware of and further develop work values as a part of their personal value systems.	Enable students to better understand and to further develop their aptitudes, abilities, interests and values in relation to their career development.
Distinguish between statements of fact and value.	Enable students to explore a variety of living styles and value patterns and accept those which differ from theirs.	Create an environment whereby teachers and students can explore a variety of life styles.
Compare personal aptitudes, abilities, interests and values with those of peers.	Create an environment in which students will risk interacting with peers regarding personal aptitudes, abilities, interests and values.	Assist teachers to adapt, adopt or create classroom activities which will clarify student similarities and differences in aptitudes, abilities, interests and values.
Identify occupational areas that will provide for personal satisfaction related to personal interests, aptitudes and abilities.	Provide students with occupational information and resources.	Provide for the establishment of a career information and resource system.
Analyze their personal, social, educational and occupational goals.	Enable students to establish tentative short- and long-range goals.	Assist teachers in selecting those goal-establishing procedures which are appropriate.
Differentiate among the following personal characteristics: an aptitude, an ability, an interest, a value, a physical trait, or personal-social behavior.	Both intellectualize and internalize the areas of aptitudes, abilities, interests and values.	Assist teachers in becoming more aware of their abilities, aptitudes, interests and values.

ENABLE LEARNERS TO DISCOVER THE INTERACTIONS AND RELATIONSHIPS AMONG LIFE ROLES, PERSONAL LIFE STYLE AND OCCUPATIONAL CHOICES.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Relate their values to their life roles and life styles.	Enable students, both individually and in groups, to become aware of the dynamic relationships of values to their life roles and and life styles.	Provide an atmosphere where teachers can evaluate their values. Enable teachers to increase their awareness of the dynamic relationship of values to life roles, life styles and occupational choices. Enable students to become aware of and further develop work values as a part of their personal value system.
Compare and contrast their life roles and life styles with those of their peers.	Create a non-threatening environment so that students can compare theirs and their peers' existent life roles and life styles.	Stimulate teachers' awareness and understanding of their own and others' life roles and life styles.
Understand the relationships among life roles, life styles and occupational choices.	Enable students to define life role and life style and to become aware of the potential consequences that can result when a chosen life style is/is not compatible with an aspirational role or occupation.	Provide teachers with resources which will clarify the relationship of life styles and life roles to occupational choices.
Distinguish between a fantasy life style and a real one.	Provide opportunities for students to become aware of fantasy and real career choices.	Enable teachers to become more fully conversant with the levels of human development.

ENABLE LEARNERS TO ACQUIRE AND APPLY DECISION-MAKING SKILLS.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Understand the processes of decision making.	Teach various models of decision-making.	Provide teachers with decision-making resources.
Compare and contrast various models of decision making.		
Apply a career decision-making model.	Assist students to use decision-making in as many different environments as possible.	Help students engage in the career decision-making process to a degree consistent with students' levels of career development.
Compare personal decision-making strategies with those of peers.	Create an environment in which students are encouraged to compare their decision-making strategies.	Create an environment in which students are encouraged to compare their decision-making strategies.
Relate educational planning with tentative career decisions.	Personalize course work to facilitate students' tentative career decisions.	Enable students to use a decision-making model as they take the next step on their career decision ladder.

PROVIDE LEARNERS WITH OCCUPATIONAL INFORMATION.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Know where various sources of occupational information can be obtained.	Enable students to learn where and how appropriate occupational information can be obtained.	Plan, develop, implement, evaluate and update a useful occupational information system.
Determine the quality of occupational information.	Help students determine the quality of information available.	Design a system of evaluating occupational information and make the information available for all concerned.
Relate the occupational information available to career choices utilizing a sound decision-making process.	Assist students to correlate occupational information with their aptitudes, abilities, interests, values, life styles and life roles.	Design a program which enables students, teachers and counselors to work together in correlating the individual student's assessment and evaluation results to areas of occupational interest.
	Enable students to synthesize all facets of career decision making in relation to occupational information.	Assist in the development of a curriculum which will enable students to pursue an individual course of study based, in part, upon occupational information and career goals which we realized by using a career decision-making model.
State the information needed if one is to make valid decisions regarding occupations.	Enable students to interrelate career decision making and occupational information so that career goals may be more realistic.	Assist teachers and students to translate occupational information and the individual characteristics of students into possible career goals.
Utilize the resources of the business-industry-labor community as occupational information aids in the career decision-making process.	Utilize the business-industry-labor community resources to assist students in gathering occupational information and improving career decision making.	Establish sound working relationship with the business-industry-labor and community groups who are interested in and concerned about career guidance and counseling, thereby providing resource aids to students and teachers.

Use all occupational information systems consistently available to them.

Meet the individual needs of students in relation to using occupational information systems.

Assist teachers in adapting occupational information systems that will meet the needs of individual students.

DEMONSTRATE A KNOWLEDGE OF APPROPRIATE USE OF COMMERCIALLY PRODUCED AND TEACHER-MADE TESTS IN ASSISTING THE LEARNERS IN THEIR CAREER DEVELOPMENT.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Relate how various tests can be used in helping to make career decisions.	Teach the use of tests as one more piece of information which helps in making improved career decisions.	Help students better understand their aptitudes and career interests through the use of both testing and non-testing student-appraisal procedures.
Distinguish between inventories, aptitude and ability tests.	Teach the nomenclature of tests.	Provide in-service training on the various kinds of tests available.
Know when and where to take tests, the results of which will provide additional information for improved career decisions.	Enable students to become aware of and use the testing resources available in order to obtain more information about the self.	Help students better understand their aptitudes and career interests through the use of both testing and non-testing student-appraisal procedures.
Learn the skills of test taking.	Provide an atmosphere and resources for students to learn the skill of test taking.	Design and implement a system whereby teachers and students will learn the skills of test taking.
Become aware of how test taking affects them.	Explain how testing interfaces with the effect.	Explain the psychological impact of testing upon individuals.
Utilize the data presented in various tests to make improved career decisions.	Both explain how to interpret and interpret test with and for students.	Provide sessions on test interpretation.
Take an interest survey and understand what the results of the survey might mean for them.	Recommend and administer appropriate tests to their students.	Provide in-service workshop in the area of selecting, administering, interpreting tests which are appropriate for students.

ENABLE LEARNERS TO IDENTIFY AND UNDERSTAND THE DIFFERENCES IN WORKING RELATIONSHIPS ASSOCIATED WITH VARIOUS OCCUPATIONS.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
State major communicative techniques used by people in various occupations.	Provide resources regarding communication in various occupations.	Develop a system which will enlist members of the community as resource personnel for teachers and students.
Define the entry level communicative skills needed for various occupational areas.	Utilize resources and/or environments which will expose students to entry level communicative skills.	
Define the entry level communicative skills needed for different strata within a given occupation.		
Provide examples of how interpersonal techniques affect working relationships.	Create an environment for students to learn more about themselves by relating with their peers and to transferr this skill to observing various occupations.	Establish a system which will coordinate field trips to the community.
State how a person's values and life style affect his/her role as a worker and his/her relationship throughout the organization.	Provide students with the resources to explain the interdynamics of values and life style to relationships on the job.	Take occupational and career information, regardless of the system utilized in presenting it, and place all of it into a comprehensive picture of our occupational society.
Demonstrate how a person's knowledge of working relationships in various occupations is occupational information vital to improved career decision making.	Enable students to demonstrate a competency in interpersonal communication.	Assist in the development of a system which evaluates the interpersonal communication competencies of students.
Analyze their current working relationships in school, home and work environments.	Create an atmosphere where students will examine their working relationships in school, home and work environments.	Assist teachers in designing activities to facilitate analyzing working relationships in current significant settings.

IDENTIFY AND USE SCHOOL AND COMMUNITY RESOURCES WHICH WILL ASSIST THE LEARNERS IN THEIR CAREER DEVELOPMENT.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
State the resources available in the community which will assist them in furthering their career development and in making career decisions.	Provide for utilizing the resources of the business-labor-industry community as aids to students in their career development process.	Develop a system which will insure that members of the community are available to function as resources to the teachers and students.
State a number of occupations available in the community in which they are interested or have the ability to enter.	Enable students to experience some of the occupations in the community and to become cognizant of their entry level requirements.	Utilize the resources of the total community in helping all students to observe and learn about entry level requirements and inter- and intra-occupational communication.
Communicate effectively when relating interpersonally with community members.	Enable students to experience a practicum.	Utilize the resources of the total community in helping all students to experience a practicum in occupational areas of their choice and to help all students who desire to do so to engage in work experience and work study programs.
Relate the communication, values and roles they witnessed while observing people working in various occupations.		
Explain how the involvements with and of the community helped the student in career decision making.		

WORK WITH THE LEARNERS IN INVOLVING PARENTS IN THE LEARNER'S CAREER DEVELOPMENT.

Student Outcomes:	Teacher Competencies:	Counselor Competencies:
Students will develop the skills, abilities and knowledge to:	Teachers will have the competencies to:	Counselors will have the competencies to:
Explain to their parents the various educational and occupational alternatives available.	Develop the communicative methods which enable the students to clearly explain occupational and educational alternatives available to students.	Design and implement a system which provides data to parents in such a form and in such a way that parents have a clear and accurate understanding and acceptance of various kinds of educational and career opportunities that can be expected to be available to their children.
Involve the parents in career decisions.	Create transportable career decision-making models for use by students and their parents.	Provide teachers with the information and knowledge regarding various decision-making models and their transportability.
Utilize the parents as a community resource.	Create an environment so that parents are willing to come to the school as a community resource.	Establish a sound working relationship with community groups, including parents, who are interested in and concerned about career guidance and counseling.
Explain with the teacher the results of various inventories, aptitude tests and attitude tests to the parents.	Relate to the parents clearly and simply the results of inventories and tests and other assessment modes taken by the students and their possible implications to the career development of the student.	Develop and implement a system of in-service regarding student assessment and evaluation instruments. Develop and implement a system of in-service which will provide parents with the results and implications of various tests taken by their children.
Provide the parents with occupational information which might be beneficial.	Create an atmosphere and the necessary communicative methods for the student to be a conveyor of occupational information that might impact on the parent.	Plan, develop and implement a career guidance program and delivery system that will be available to all members of the community.

Teaching-Learning Activities

The following section includes a collection of teaching-learning activities which would be useful in delivering the desired student outcomes. An attempt has been made to classify each activity by the competency to which it relates. However, since most activities relate to multiple competencies, the reader could well identify cases where reclassification would be possible.

Activities are further divided into grade level, but again, judgment as to appropriateness of grade level may vary. They generally follow the order of primary, middle or upper, and junior high or high school under each competency heading.

Activities were collected from the Four State Project Activities publication, the "CIS Implementation Handbook"[1], the PCE 7-10 Project[2] and suggestions generated from the Task Force committee members. The reader is encouraged to modify the activities to meet his/her needs, develop his/her own activities, and to refer to the sources listed above and others in the bibliography for additional ideas.

A common format has been applied to all activities listed. In some cases minor revisions were made in the original materials in order for them to be adapted to the outline.

1. The Career Information System is an operational system located at the University of Oregon which delivers career and educational information to schools and students.
2. The PCE 7-10 Project, conducted by Portland Public Schools, produced among many other outcomes, numerous classroom activities for career education, grades 7-10.

COMPETENCY: Enable students to identify and clarify personal aptitudes, abilities, interests and values in relation to their career development.

ACTIVITY: Value buttons

PURPOSE: Teacher and student reinforcement will clarify values and stimulate students' actions of a positive nature in the classroom, on the playground, and in future development.

OBJECTIVE:

MATERIALS OR FACILITIES:

METHODOLOGY:

1. Large or small group: Make a list of abstract things that are important or values (i.e., love, wisdom, truthfulness, kindness).
2. Construct and pay out many buttons to each student.
3. Have students draw a side profile of themselves and staple to the bulletin board.
4. Process:
   a. Positive action is reinforced by a teacher or student labeling a button with the action and placing it on his profile.
   b. This activity can last for a day, a week, or a month.

COMPETENCY: Enable students to identify and clarify personal aptitudes, abilities, interests and values in relation to their career development.

ACTIVITY: Awareness of self and others in occupations.

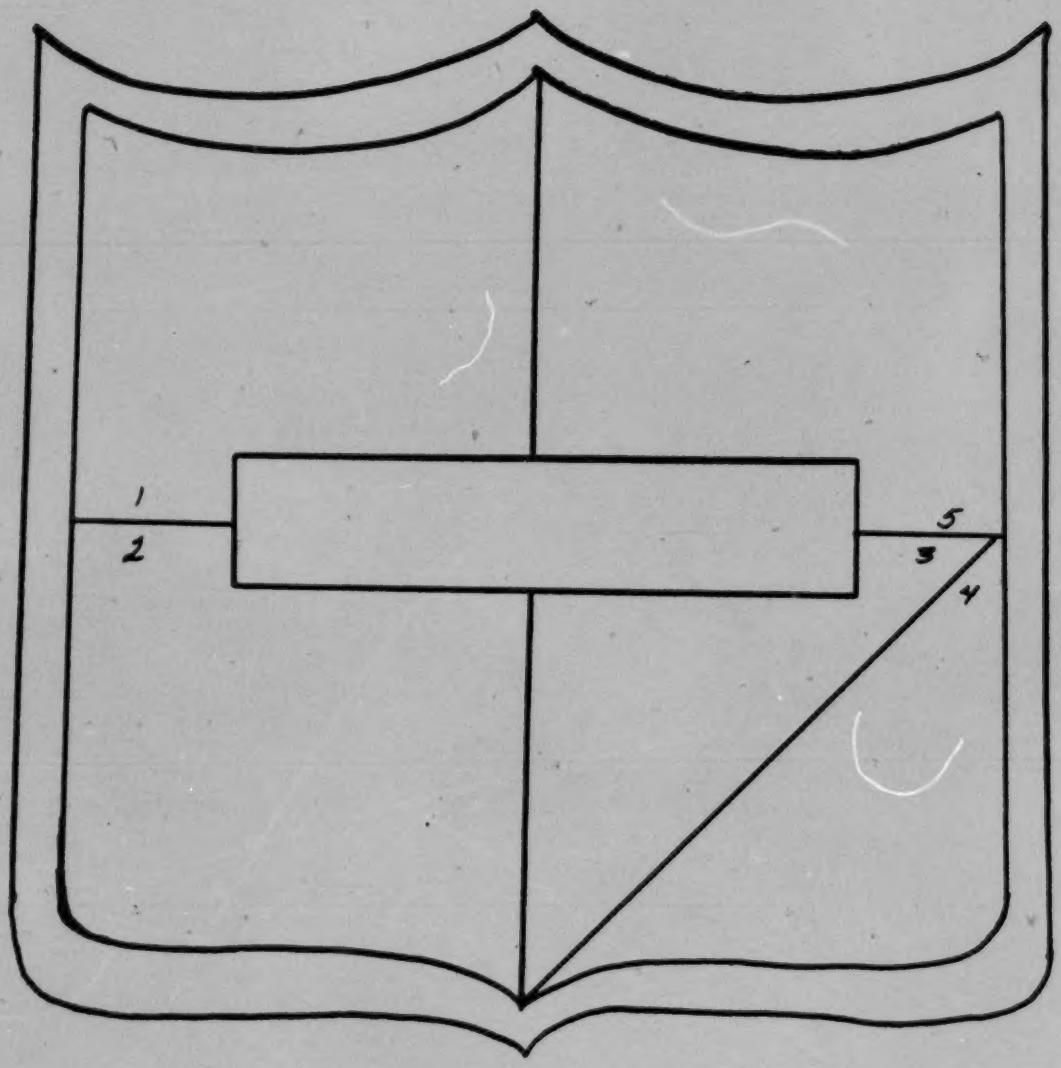
PURPOSE: Individual clarification of values as they relate to occupational choice.

OBJECTIVE: Students will share with others their values and interests.

MATERIALS OR FACILITIES:

METHODOLOGY:

1. Write name you wish to be called in center.
2. In section 1, place a picture that represents the profession you wish to enter.
3. In section 2, place a picture and/or words that best represent a value stressed by your family.
4. In section 3, place a picture and/or words that best represent something you value very much.
5. In section 4, place a picture and/or words that best represent something you dislike or value very little.
6. In section 5, write three words that best describe you personally.


1
2
5
3
4

COMPETENCY: Enable students to identify and clarify personal aptitudes, abilities, interests and values in relation to their career development.

ACTIVITY: What a difference math makes

PURPOSE:

OBJECTIVE: Students will know what careers are open to them if they have high, average, or low math ability.

MATERIALS OR FACILITIES: CIS Terminal
CIS User's Handbooks

METHODOLOGY:

1. Ask the class what difference math knowledge makes in career choice.

2. Have class make lists:
   a. occupations requiring high math ability
   b. occupations requiring average math ability
   c. occupations requiring little math ability.

3. The students and teacher complete 1 QUEST, marking NVG for question 11. They obtain a list of occupations.

4. They repeat the process responding NFG for question 11, and obtain a list.

5. Again repeat the process responding NFP for question 11, and obtain a list.

6. A class discussion ensues in which the emphasis is placed on "what a difference math makes" in occupational choice.

NOTE: This same exercise can be used by an English teacher using question 10, a counselor using question 7, with potential drop-outs, etc. The important aspect of the exercise is to keep all responses consistent except for the experimental question. By comparing the different lists of occupations obtained by varying the responses to the experimental question, the importance of that aspect on occupational choice can be discussed.

COMPETENCY: Enable learners to discover the interactions and relationships among life roles, personal life style and occupational choices.

ACTIVITY: Finding life roles and life style of someone you admire and then comparing your choice with others.

PURPOSE: Study of an admired person can point out why lifestyle and life roles fit into an occupation.

OBJECTIVE: Analyze why you admire a certain person.

MATERIALS OR FACILITIES:

METHODOLOGY: Choose a person you admire and think about how his or her life style relates to his life roles and his choice of occupation. What traits do you admire in his life style and how could you go about following these traits? Then write a short paragraph about this person, his life style and his life role. Write how you could analyze why this person has his occupation. Write about why something in his life could be this way. Then in a small group discuss with others your choice and why.

COMPETENCY: Enable learners to discover the interactions and relationships among life roles, personal life style and occupational choices.

ACTIVITY: What shall I do now?

PURPOSE:

OBJECTIVE: For 7th-10th grade students to become aware that occupations can be closely related and that occupational worker traits may overlap. They also learn to gather data to make decisions.

MATERIALS OR FACILITIES:
CIS Terminal or 4-5 Needle-Sort decks
CIS User's Handbooks
Personal history (sample follows)
Occupational Outlook Handbook
Dictionary of Occupational Titles

METHODOLOGY:

1. Give each class member a copy of Jack's personal history.

Jack is a nineteen year old senior. His grades are average, but he is a very bright person. He is interested in mechanics, and several people have encouraged him to become a mechanical engineer. The thought interests him, but he wonders if he has enough math background (second year algebra), and whether or not he wants to go to school that long. Jack is from a large family, with only an average income, and he also has some concerns about the costs of his education. He also likes the out-of-doors and thinks he might like to work outside in a rural area. What should Jack do?

2. Arrange the class in small groups (5-6 people).

3. Ask each group to complete QUEST for Jack using the information provided. Groups will likely need to negotiate answers.

4. Each group should take a completed QUEST to the terminal or needle-sort deck and obtain a list of occupations for Jack. They should also get an appropriate occupational description and preparation program, and school information.

5. Hold small group or classroom discussions concerning decisions Jack should make.

6. In another session have the groups discuss the discrepancy in QUEST responses among groups and the reasons that the occupation, program, etc. one group selected might differ from those of another group.

COMPETENCY: Enable learners to acquire and apply decision making skills.

ACTIVITY: A skit regarding decision making.

PURPOSE: To develop a decision making model and become aware of how to utilize it for personal and career development.

OBJECTIVE: To begin to understand the decision making process.

MATERIALS OR FACILITIES:

METHODOLOGY: A skit is presented to the group. There is a disagreement between the two members as to which choice should be made. The skit is stopped before a decision is made. Each individual in the audience is to make a decision and write down as to how he or she arrived at the decision. The form used for decision making is demonstrated. The participants are paired off and present decision making skits. The model is used by the rest of the participants.

COMPETENCY: Enable learners to acquire and apply decision making skills.

ACTIVITY: You and your high school education

PURPOSE:

OBJECTIVE: To have 9th grade students relate courses of study and school activities to career decisions.

MATERIALS OR FACILITIES:
CIS Terminal
Handout: Planning Sheet (sample on following page)
CIS User's Handbook

METHODOLOGY:

1. During the time when the high school counselor speaks to the junior high students, have an explanation of the occupation list in the User's Handbook.

2. At the same meeting, the students are asked to review the senior high school handbooks.

3. At a later appointment, the student and his/her counselor will discuss career choices and the use of the CIS terminal.

4. Then before seeing the counselor with final high school plans, each student uses the terminal, gets the high school subjects in the PREP file, and obtains a print-out on the high school cluster subjects they would like to pursue.

5. Students would take their printout to their meeting with the counselor and from there plan a three/four year high school program which corresponds to their tentative career choices.

NOTE: Sample planning sheet on the following page.

My 4-year forecast: NAME _____

Career Cluster Interest: _____

Specific Job or Profession: _____

or _____

Educational level goal: _____
(high school, college, Jr. college, etc.)

Courses planned:

9th	COMMENTS
ENGLISH	
WORLD GEOGRAPHY	
MATH-ALG.-GEOM.	
P.E. & HEALTH	
ALT.	
10th	
ENGLISH	
BIOLOGY	
P.E. & HEALTH	
ALT.	
11th	
ENGLISH (MINI)	
SOC.STUDIES (MINI)	
P.E. & HEALTH	
ALT.	
12th	
ENGLISH (MINI)	
SOC.STUDIES (MINI)	
ALT.	

COMPETENCY: Provide the learners with occupational information.

ACTIVITY: Family Occupations II

PURPOSE: To enable the student to conduct an interview with family members.

OBJECTIVE: Through role-playing

1. Each child will acquire skills in using a questionnaire
2. Each child will conduct an interview or be interviewed.

MATERIALS OR FACILITIES:

1. Questionnaire
2. Pencil.

METHODOLOGY:

1. 2 students before the class play the role of child and family member. Share feelings about how one felt in his particular role.

2. Each child has an opportunity to be an interviewer and to be interviewed.

3. Homework assignment is to conduct an interview with member(s) of family at home. (Allow sufficient time for all students to complete task.)

References: Elementary Career Education Starts With Awareness, Area I, p. 108--Role Playing, p. 109, Interviewing Parent. (See following page)
Role Playing for Social Values by Fannie Shaftel
Easy in English, p. 66-68

Theme: Family Occupations II (cont.)

INTERVIEWING PARENTS

In answer to questions regarding parental occupations, children usually answer that father works downtown, in an office, a factory, a mill, and so on. But not many children are able to describe the nature of their work. Ask eachchild reports on his parents' occupations in class, the other children ask questions and begin to explore ways in which occupations contribute to the welfare of the people in the community.

ROLE PLAYING

Role playing is useful to reinforce knowledge children have already gained about a particular career. Two or three children may act out the part of job applicants while another child pretends to be the employer. Some other situations could be: an employer confronts a worker who is repeatedly late; an office worker asks for a raise; an employer confronts a careless worker; a waitress confronts an irate customer; a salesman tries to convince a customer to buy his product; solve an argument which has ensued between two employees using the same tool. The climate of the class should provide room for mistakes as role playing usually causes laughter. This merriment should be laughing together instead of laughing at the performance.

From: Career Education Begins With Awareness, PPS Area I

COMPETENCY: Provide the learners with occupational information.

ACTIVITY: Interest, Occupations, and Employment

PURPOSE:

OBJECTIVE: 7th and 8th grade students will identify occupations that are of interest to them and then, using telephone directories, identify specific places where one might be employed in the occupation.

MATERIALS OR FACILITIES:
CIS Terminal and/or CIS Needle-Sort
Telephone Directories
Maps - local, state, or even national.

METHODOLOGY:

1. Students will fill out QUEST.
2. They will obtain a list of occupations and perhaps identify some interests and aptitudes they possess.
3. Using a telephone directory, students will list and/or plot on maps the possible sites where one of the occupations on their list is located.
4. One more step could be to plan site visitations.

COMPETENCY: Provide the learners with occupational information.

ACTIVITY: Occupational awareness groups with common interests--i.e., learners interested in truck driving will be offered the opportunity to become aware of basic characteristics of that occupation.

PURPOSE: To offer basic occupational characteristics to interested learners but more than exploratory experiences.

OBJECTIVE: To offer additional information on initial information concerning an occupation that learners have expressed interest or aptitude in.

MATERIALS OR FACILITIES:

METHODOLOGY: A follow-up to previous learning experiences in exploratory career decision making. Each student (secondary or junior high school level) will be aware of scheduled visitors representing as many different occupations as possible to schedule.

Speakers will be scheduled for a particular time well in advance.

The pre-arranged time will be posted in the Career Guidance area or with the Counseling Office.

Students expressing a desire to investigate the scheduled speaker's occupation will make arrangements with the counselor as to the exact time and place of the meeting.

Speakers will be asked to present:

1. Qualification (mental, physical, emotional)
2. Job description
3. Advantages and disadvantages
4. Outlook for future
5. Related school curriculum to job.

Questions will then be filled by the speaker with the entire presentation to be no longer than 30 minutes.

If time becomes a factor, adjustments could be made and possibly a more personal conference set up for particularly interested students.

COMPETENCY: Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

ACTIVITY: Crossword puzzle.

PURPOSE: To match job description with a job.

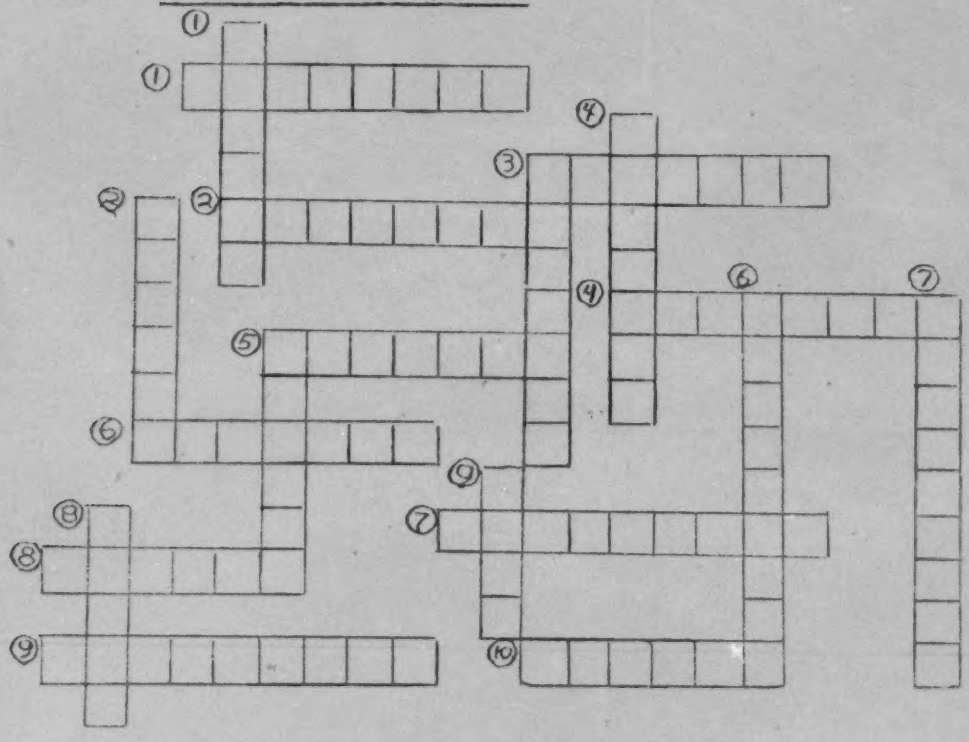
OBJECTIVE: Given pencil and a copy of a crossword puzzle, the learner will be able to match a job description with a job listed and fill in the crossword puzzle.

MATERIALS OR FACILITIES: Crossword puzzle (see following page)
Pencil.

METHODOLOGY: Pass out copies of the crossword puzzle to the class. The children may work individually or in pairs to complete the puzzle.

Optional: The teacher may leave out the list of jobs and have the learners look up correct spelling on their own.

Theme: Crossword Puzzle (cont.)



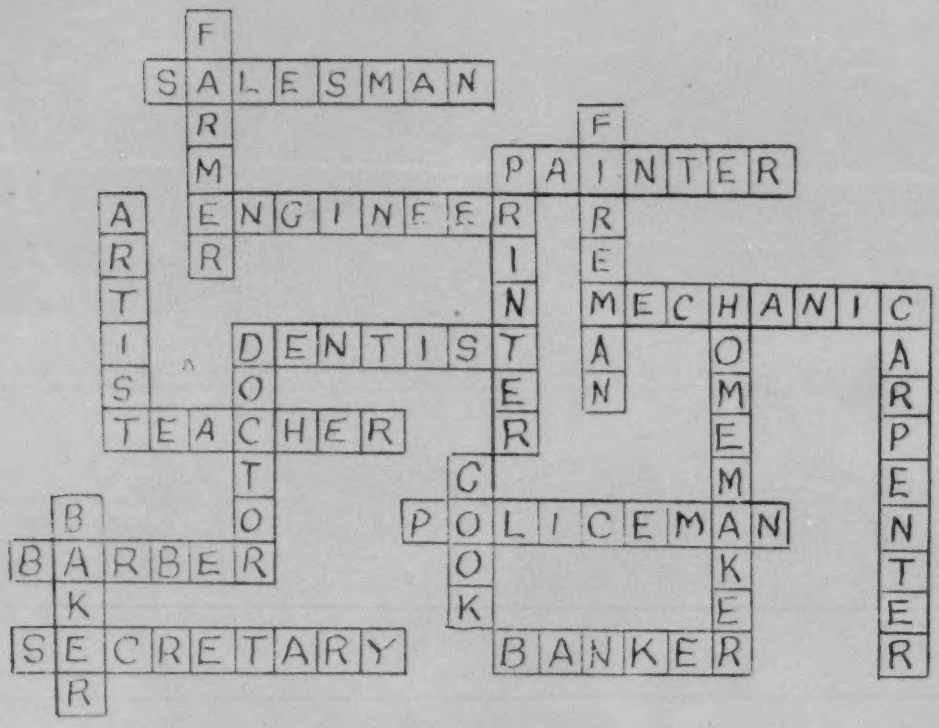
Across

1. I sell things to people
2. I help run a train
3. I make your house pretty
4. I work on motors
5. I take care of your teeth
6. I help you learn
7. I am your friend and help protect you
8. I cut your hair
9. I work in an office
10. I take care of your money

Down

1. I grow food for you to eat
2. I make beautiful things to see
3. I work on a newspaper
4. I help put out fires
5. I make sick people well
6. I take care of the home
7. I build things out of wood
8. I work in a bakery
9. I work in a restaurant

Artist
Baker
Banker
Barber
Carpenter
Cook
Dentist
Doctor
Engineer
Farmer
Fireman
Homemaker
Mechanic
Painter
Policeman
Printer
Salesman
Secretary
Teacher


F
SALESMAN
R
M
ENGINEER
R
ARTIST
DENTIST
SOTEACHER
TOBARBER
K
SECRETARY
R
F
PAINTER
R
E
INTERIOR
MECHANIC
AN
OMEMAN
E
M
CARPENTER
POLICEMAN
OK
K
E
BANKER

COMPETENCY: Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

ACTIVITY: Stump the students.

PURPOSE:

OBJECTIVE: To acquaint 7th or 8th grade students with the different CIS files and the types of information located in them.

MATERIALS OR FACILITIES:
CIS Terminal
Log-in instructions
CIS User's Handbooks (1 for each student)
Questions (sample questions on next page).

METHODOLOGY:

1. Give each student a handbook.
2. Place the terminal in front of the class and log-in.
3. The instructor reads a question to the group.
4. Using the handbook, the students identify what file and code number is needed to access information which will answer the question.
5. The first student with an answer enters in on the terminal.
6. If the printout answers the question, he scores 100 points. If not, try someone else's answer.
7. When a correct answer is achieved, the instructor reads another question.

Sample Questions for Stump the Students

1. What is the tuition at Mt. Hood Community College?
2. What high school courses should you take if you are interested in social service occupations?
3. Where could I get training to become a millwright?
4. Is there an Explorer Post in this community for fire fighters?
5. What is the starting salary for nurses in this county?
6. What work duties are involved during a day on the job as an operating engineer?
7. What books could I read to find more information about Pilots and Flight Engineers?
8. What skills do I need to become a diesel mechanic?
9. Could I study music at Lane Community College?
10. What are room and board costs at a dorm at Southern Oregon State College?

COMPETENCY:	Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.
ACTIVITY:	Testing
PURPOSE:	Teachers will become familiar with the appropriate use of testing materials in relationship to career development.
OBJECTIVE:	To determine the use of tests in relationship to career development.
MATERIALS OR FACILITIES:	
METHODOLOGY:	Have each take the Kuder Interest Inventory. Discuss thoughts they had while taking test. Have teachers score tests and find their interests. Share implementation into their lesson plans of the results of the high interest areas.

COMPETENCY: Enable learners to identify and understand the differences in working relationships associated with various occupations.

ACTIVITY:

PURPOSE: To understand and be aware of the differences in working alone or on an assembly line.

OBJECTIVE:

MATERIALS OR FACILITIES:

METHODOLOGY: Set up situations to produce envelopes. Some people will work alone. Others will work on an assembly line. A very few people will ensure quality control. Two or three others will work as an employment agency.

Each group or person designs an envelope and submits it to quality control students for approval. When it is approved, production may start. Quality control people discard unsuitable envelopes. Students who are non-productive will be fired and must go to the employment agency to look for other work.

At the end of each work period (day), students are paid. This may be so many pieces of penny candy for 25, 50 or any number of envelopes. It is important that the students be in control of production.

This activity should involve three to four days, with the fifth day being utilized for evaluation. Students tell how they felt, what work incentives they had, etc. The teacher's role is essentially that of consultant and moderator during this activity.

COMPETENCY: Enable learners to identify and understand the differences in working relationships associated with various occupations.

ACTIVITY: Identify working relationships among jobs.

PURPOSE: To understand that most people who have jobs will be expected to maintain and develop working relationships with others.

OBJECTIVE: To enable the staff to set up a procedure or game for identifying working relationships among various occupations.

MATERIALS OR FACILITIES:

METHODOLOGY: There are situations where a number of non-related occupational areas might form working relationships because of an incident. In your mind, develop such a situation making 10-12 jobs. List these jobs on paper or the chalkboard and ask the group to individually develop such an incident making all those listed. They are to write this incident on paper and draw a flow chart showing who involves whom.

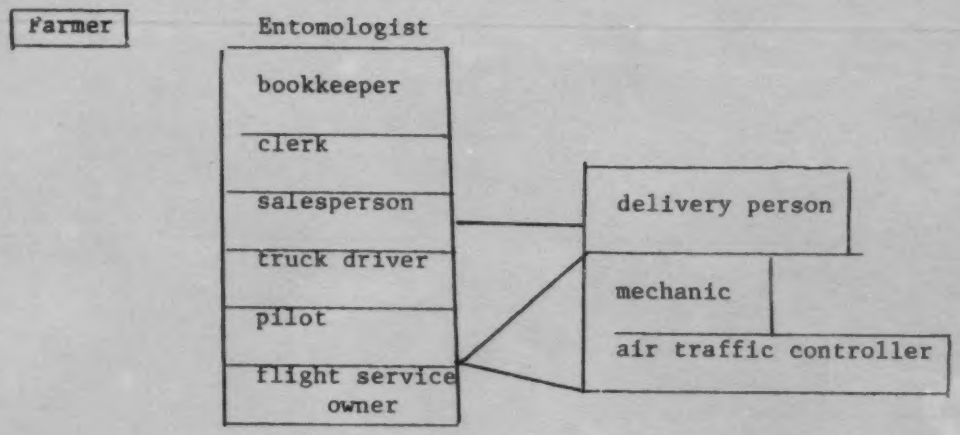
After 30 minutes, discuss as a group the incidents developed and in particular the relationships formed because of this.

Sample: Job areas: clerk, salesperson, farmer, pilot, mechanic, truck driver, flight service owner, entomologist, delivery person, air traffic controller, bookkeeper.

Situation: A farmer decides to spray for potatoe beetles. He consults with an entomologist for types of sprays. The salesperson directs a delivery person to place the spray in a truck. The truck driver and farmer go to an airport to check with a pilot who will do the spraying. The pilot checks with the mechanic on the preparation of the plane. Upon readiness, the pilot talks with an air traffic controller in the control tower for directions in take-off. Upon completion of the job, the farmer pays for the job to the flight service owner.

WORKING RELATIONSHIPS
page 2

Flow Chart:



COMPETENCY: Enable learners to identify and understand the differences in working relationships associated with various occupations.

ACTIVITY: Understanding Interests.

PURPOSE:

OBJECTIVE: 7-8th grade students will acquire self-understanding of their interest patterns.

MATERIALS OR FACILITIES:
CIS Terminal or CIS Needle-Sort
CIS User's Handbooks.

METHODOLOGY:

1. Student should complete CIS QUEST.
2. Student should discuss the results with other students, teachers, parents, and counselors.
3. The student should then respond in writing, to an employment ad requesting a person with the interest-aptitude traits he/she possesses.
4. In another written assignment, the student might explain why he/she feels he/she possesses those particular traits

-or-

the student could give this information in the form of an oral report

-or-

the student could give this information in discussion with a small group.

COMPETENCY: Identify and use school and community resources which will assist the learners in their career development.

ACTIVITY:

PURPOSE: To have the participants become aware of the number of different kinds of jobs that make up their community.

OBJECTIVE: To have the participants realize the vast number of people available in their own community who can give them information on various jobs:

secure the yellow pages of local phone books

tear out the pages and divide them among the participants

each participant would make a list of the jobs that are performed in each page of the yellow pages

make a visual presentation of your combined list.

MATERIALS OR FACILITIES:

METHODOLOGY: Discussion:

How could you utilize your community to more fully realize its resources potential?

COMPETENCY: Identify and use school and community resources which will assist the learners in their career development.

ACTIVITY: Career Bingo.

PURPOSE: To develop awareness of a variety of occupations.

OBJECTIVE: Students will:

1. Identify businesses from a teacher-prepared list.
2. Record locations.
3. Gather data to complete chart.

MATERIALS OR FACILITIES: Mimeograph sheets
Pencils.

NOTE: This activity is to be used on the bus, while students are traveling to or from a field trip.

METHODOLOGY:

1. Teacher chooses a minimum of 16 businesses.

2. Draw 2 charts on a master ditto.
   a. One chart (A) resembling a Bingo card, placing 1 business in each square.
   b. One chart (B) resembling a Bingo card, leaving each square blank.

3. Explain rules:

   a. Students will work in pairs, one is given Card B.
   b. When a business which is on card A is sighted, the student with Card A marks out corresponding square on his card, while student with Card B records address or approximate location on his.
   c. The winning pair are first to complete both cards.

Theme: Career Bingo (continued))

Sample Card A

cleaners	car wash	florist	restaurant
realty	movie theater	car dealer	dentist office
service station	antique shop	lumber company	beauty shop
grocery store	body shop	bank	insurance company

Sample Card B

COMPETENCY: Identify and use school and community resources which will assist the learners in their career development.

ACTIVITY: Pre-Work Observation Activity.

PURPOSE:

OBJECTIVE: For 7-10th grade students to identify interests and aptitudes and match them with available occupations.

MATERIALS OR FACILITIES: CIS User's Handbooks
1 CIS Needle-Sort for each 5-6 students. (Fewer Needle-Sorts can be used, but the time needed for completion will be longer.)

METHODOLOGY:

1. Instruct the students in the use of CIS Needle-Sort.
2. See that most students complete QUEST and select a workable list of occupations which interest them.
3. The teacher should assist the students in arranging a site observation for one of the occupations they selected.
4. Students should conduct the work site visit individually or in small groups.
5. Have students make a list of questions which they wish answered prior to the visit. (See page 25 in CIS User's Handbook.)
6. If there are particular tasks they would like to observe, they should also list them.
7. Ask students to do one or two of the following activities, using their visit as a topic:
   a. write a report
   b. give an oral report
   c. hold a general classroom discussion.

COMPETENCY: Work with the learners in involving parents in the learner's career development.

ACTIVITY: Family Occupations.

PURPOSE: To allow children to identify that there is a real difference in types of job roles that people have.

OBJECTIVE: Given a strip of paper each child will be able to classify and post his/her parent's job role into one of the three areas--they are "Data--People--Things" (see following page).

MATERIALS OR FACILITIES: Large bulletin board covered with plain paper. Divide board into three areas. Data, People, Things. Teacher has strips of paper 2" x 14".

METHODOLOGY:

1. Discuss with class the difference between the classifications.
2. Students then print parent's job title on strips of paper.
3. As they finish, they then go to bulletin board and pin up their parent's job title in one of the three areas.
4. A general discussion is held concerning this activity and corrections are made. Allow each child to explain his/her decision as to why they choose a certain area.

Theme: Family Occupations III (cont.)

OCCUPATIONAL CLASSIFICATIONS*

Occupations may be arranged according to their interrelationships: jobs that deal primarily with data, jobs that deal primarily with people, and jobs that deal primarily with things.

DATA

Jobs primarily concerned with words, numerals, or information that can be recorded.

Examples: accountants, bookkeepers, computer operators, secretaries.

PEOPLE

Jobs primarily concerned with the interaction of people.

Examples: teachers, doctors, policemen, nurses.

THINGS

Jobs primarily concerned with building, operating [illegible] with things.

Examples: farmers, truck drivers, longshoremen, [illegible]

*U.S. Department of Labor, Dictionary of Occupational Titles, U.S. Government Printing Office

From: Career Education Begins With Awareness, PPS Area I

COMPETENCY: Work with the learners in involving parents in the learner's career development.

ACTIVITY: To have teachers tell of their parents' occupations.

PURPOSE: To develop techniques whereby parents' occupations are disclosed by the teachers in the in-service program.

OBJECTIVE: To provide the participants with the opportunity to share a parent's occupation and to discuss the degree of relationship between participant and parent's occupation.

MATERIALS OR FACILITIES:

METHODOLOGY:

1. To have each participant tell of each of his/her parent's occupation.
2. To discuss the characteristics or traits of their job.
3. To discuss the relationship between the participant-parent occupations.
4. What factors were important in their job decision?
5. Did they like their occupations?
6. Special skills or knowledge needed for parent's occupation?

Alternative: Could act out parent's occupation through the use of pantomime.

COMPETENCY: Work with the learners in involving parents in the learner's career development.

ACTIVITY: How Well Do You Know Your Parents?

PURPOSE:

OBJECTIVE: 7-10th grade students will list interest patterns of their parents and speculate on the effect of those interest patterns on their job satisfaction.

MATERIALS OR FACILITIES: CIS Terminal or CIS Needle-Sort
CIS User's Handbook.

METHODOLOGY:

1. This activity may precede or follow the students' use of QUEST.
2. Students should list 5-6 interest patterns of one of their parents.
3. Students should interview their parent to identify interests the parent feels he or she possesses.
4. The students should attempt to match parent interests and job requirements using questions 13-23 in the QUEST.
5. A follow-up discussion would take place in class, when most students have completed their interviews.

Summary of Career Education Content for Counselors

College and university instructors must have a thorough knowledge of current career education trends if they are to adequately prepare teachers and counselors to perform their duties. An understanding of the developmental nature of career eduction is essential. Career education is normally divided into three stages:

Awareness --- During grades K-6, the career education emphasis is on awareness of self, the world of work, including work values, and family roles. The learners' immediate community is an often used resource.

Exploratory-- Grades 7-10 emphasize continued self-understanding, exposure to occupations and occupational groupings, and planning strategies which result in sound but tentative occupational choices. Extensive use of community resources is vital.

Preparatory-- During grades 11 and 12, learners have an opportunity to prepare for entry into a broad occupational area or cluster or further related or unrelated education and training.

It is commonly accepted that all educators have a career education role to play. Guidance counselors have responsibilities in four areas: 1) to deliver career information and guidance to learners, 2) provide experiences which will result in increased self-awareness and better self-understanding, 3) to support ans assist classroom teachers in their career education duties, and 4) to provide leadership in the planning, coordination and implementation fo all guidance services including career guidance.

Career guidance requires cooperative efforts of counselors and teachers. Specific services should be carefully planned to maximize educator strengths, should be integrated into the total curriculum, with care given to planning a logical scope and sequence of activity, and should be correlated with the school's long-range curriculum plans.

Career guidance includes obtaining, organizing and disseminating occupational and career information to learners in such a way as for it to be timely, relevant and understandable and providing self-awareness and self-understanding experiences. Guidance counselors may work with individuals, small groups, or classroom groups, but in all cases it is important for learners to assimilate the information so as to make it useful to themselves. More emphasis is currently being placed on counselors and teachers coordinating guidance exercises such as decision-making, value studies, and occupational exploration exploration with course subject content. It is important for guidance counselors and teachers to perceive the need for more or different kinds of support, and for them to provide the guidance services as their competencies allow them to do so.

As teachers take a more active part in career education, counselors are looked to as sources of information, teaching strategies, group process techniques, and other skills. Counselors and teachers often team-teach activities or units. Specific areas where guidance counselors possess expertise are: occupational information; theories of occupational choices; career information, including individual, learner, family, citizen, producer, consumer roles; theories of career choice; group processes; strategies for deciding and planning, and assisting learners in understanding and clarifying their values, thereby increasing their self-understanding.

Guidance counselors should actively identify the services to be provided and the delivery systems to be used. They should work actively and cooperatively with the school administration and teachers, learners and parents to identify needed services and the most effective ways to deliver those services. Most schools have a long-range career education plan, and career guidance is one topic to be addressed. Guidance counselors should plan their career guidance services in conjunction with those objectives identified in the plan.

Guidance counselors must be sensitive to the position of career guidance in the total curriculum, and they must be able to perform their guidance, support, and planning roles which will result in learner growth.

Possible Counselor Course Content

The following outline provides possible course content which might be included in counselor preparation programs, grouped by eight basic competencies.

1. Enable learners to identify and clarify personal aptitudes, interests, and values in relation to their career development.
   a. Provide instruction in the use of current standardized assessment tools.
      1) General Aptitude Test Battery (GATB) including Interest Checklist
      2) USTES
      3) Kuder General Interest Survey
      4) Kuder Occupational Interest Survey
      5) Strong-Campbell Interest Inventory
      6) Job-O
   b. Distinguish between aptitude, ability, interest and values, and point out guidance implications.
   c. Provide counseling instruction and practicum experience necessary to facilitate client clarification of personal abilities, interests, and values as it relates to career development.
   d. Present current theories of career development.
      1) Donald E. Super
      2) Eli Ginzberg
      3) John Holland
      4) Erik Erikson
      5) David V. Tiedeman

2. Enable learners to discover the interactions among life roles, personal life styles and occupational choices.
   a. Provide instruction in the sociology of occupations and the psychology of careers.
   b. Provide instruction in the major theories of occupational choice.
      1) Trait and Factor Theories
         a) Frank Parsons
         b) Martin Katz
         c) E. G. Williamson
      2) Need-Drive Theories
         a) Abraham Maslow
         b) Edward Spranger
         c) Robert H. Schaffer
         d) Bertram Forer
      3) Psychoanalytic Theory
      4) Anne Roe
      5) R. W. Hoppock
   c. Provide an opportunity for each counselor-teacher to develop his own theory of occupational choice.
   d. Provide practicum and field experience which will increase the knowledge of and sensitivity to the relationship to life roles, personal life styles, and occupational choices.

3. Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.
   a. Provide instruction in the use of tests, experience in interpretation of test results.
      1) GATB
      2) USTES
      3) Kuder General Interest Survey
      4) Kuder Occupational Interest Survey
      5) Strong-Campbell Interest Inventory
      6) Career Information System (CIS)
         a) OIAS
         b) Needle-Sort
   b. Provide theoretical and applied experience in integrating tests and tests results into the career planning process.
   c. Provide experience and information necessary for counselors and teachers to organize appropriate testing activities.
   d. Provide information on student career development recordkeeping systems which will include a variety of assessment results and a variety of career exploratory experiences.
   e. Provide instruction in the proper construction and uses of teacher-made tests.

4. Provide the learner with occupational information.
   a. Provide instruction on occupation information classification systems.
      1) USOE Codes
      2) Oregon Clusters
      3) Dictionary of Occupational Titles Classifications

b. Provide instruction in obtaining occupational information.
   1) Books
   2) Periodicals
   3) Information Systems
      a) CIS
      b) Employment Services
c. Offer instruction in the use of community resources as sources of information.
d. Provide field experiences in the public schools in order to observe and understand how learners are currently provided with occupational information.
e. Provide knowledge and experiences necessary to evaluate sources of occupational information.
f. Provide the experience and information necessary for the learner to establish an occupational information delivery system in his place of employment.
g. Expose learners to major theories of occupational choice and ways materials may be used in occupational exploration.

5. Identify and use school and community resources which will assist the learners in their career development.
   a. Identify and explain procedures for using community resources.
      1) IPAR
      2) Chambers of Commerce
      3) Professional associations
      4) Trade unions
      5) Military organizations
      6) Parent groups
   b. Provide instruction necessary to develop skills required to plan, organize, and implement a variety of awareness, exploratory and preparatory experiences using community resources.
   c. Provide knowledge and experience necessary to integrate community resources into the course, school, and school district Career Education plans.

6. Enable learners to identify and understand the differences in working relationship associated with various occupations.
   a. Provide experiences for improving interpersonal communications skills.
   b. Provide information about communication skills required at certain levels of employment, i.e., job entry, technical, professional.
   c. Provide experience that will result in sensitivity in and understanding of communication systems of organization, imposed supervisor-subordinate relationships.
   d. Identify occupationally imposed roles, commonly expressed in differences in life styles.
   e. Discuss the interdependency of occupations and the role expectations of individuals, citizens, family members, producers, consumers, and learners.
   f. Include instruction in basic principles of economics when appropriate.

7. Enable learners to acquire and apply decision-making skills.
   a. Provide experiences in applying decision-making strategies.
   b. Provide adequate counseling instruction and practicum experiences.
   c. Identify specific situations where decision-making skills should routinely be applied and appropriately practiced in the public schools.
      1) Course selection
      2) Career planning
      3) Daily life problems
   d. Compare and contrast problem-solving and decision-making strategies.

8. Work with the learner to involve parents in the learner's career development.
   a. Provide practicum in family and multiple family counseling.
   b. Teach and provide practicum experience whereby counseling skills such as listening, problem solving, effective confrontation, reflection, will be developed. The practicum experience must provide competency in establishing positive internal and external counseling conditions.

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VALUING

BOOKS

Simon, Sidney B; Leland W. Howe; Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart, New York. 1972

Raths, Louis; Harmin Merrill; Simon Sidney: Values and Teaching, Charles E. Merrill, Columbus, Ohio. 1966.

Budig, Jeanne, "Values Clarification in Career Education." Illinois Journal of Career Education, Vol. 33, Number 1, Autumn 1975, pp. 34-38.

ERIC

Career Survival Skills: Focus on Affective Career Education, Handbook. ED092717

The handbook, part of the "Career Survival Skills Kit," explains that the kit is designed to help upper elementary and junior and senior high school students understand and use resources for life and career planning.

Critical Issues in Career Education. ED088993

A brief review of several key differences of opinion concerning purposes and conceptualizations of career education. A major difference of opinion exists concerning the emphasis of career education--economic man or total man.

If these basic differences in the value systems of the various conceptualizers are not resolved, career education's potential for vitalizing and refocusing education could be lost.

Finding a Job. ED087930

This career program booklet is to be used as a workbook to assist students in finding jobs. Topics covered are assessment of individual abilities and interests, ways to find a job, replies to advertisements, filling in application forms, job entrance tests, and job interviews.

Choosing a Job. ED087931

This career program booklet is to be used as a workbook to assist students in choosing a job. The workbook is concerned mainly with helping a student look at himself and his interests and abilities, see a job as a way of life, and begin thinking about various job possibilities.

Middle school: World of Work, Vocational Self-Concept and Career Planning. Final Report. ED068667

The goals of the first phase of a career exploration project were to change attitudes toward the world of work, upgrade values, and improve the self-concepts of approximately 550 grade seven and eight disadvantaged youth in two Hartford Middle Schools. This was accomplished through a number of experiences and activities developed in five classroom units and three counseling procedures.

K-12 Course Goals in Business Education. ED098387

The goals state concisely what students can know and do in the major content areas of business education learning, and in the area in which business education relates to values education, basic education, and career education.

K-12 Course Goals in Industrial Education. ED098388

The collection provides concise statements of what students can know and can do in the major content areas of industrial education, and in the areas where it relates to values education, basic education, and career education.

K-12 Course Goals in Home Economics. ED098389

The collection contains concise statements of what students can know and can do in the major content areas of home economics learning, and in the areas in which home economics relates to values education, basic education, and career education.

Career Awareness Education: Social Studies, Grades 1-2, 3-5. ED089079

A supplement to the textbook, "The Social Sciences Concepts and Values" (Harcourt Brace and World), the elementary grades curriculum guide incorporates career education into the social sciences with emphasis on career awareness and the world of work and the development of attitudes toward the dignity and satisfaction of work.

The Arts and Career Education: Toward Curriculum Guidelines. Final Report. ED095303

The purpose of this report, arising out of a conference, is to provide guidelines for curriculum development in the occupation cluster designated by the center for occupational and adult education of the office of education as "The Fine Arts and Humanities." The scope of the categories discussed are: (1) career, (2) work, (3) values, (4) institutions, and (5) occupations and careers.

Career Education: Methods and Processes. Developmental Level K-6. ED105236

The guide is part of a set of materials designed to provide educators with activities infusing career education concepts into existing curriculum on the K-6 grade level.

The theoretical conceptualization for the project, discussed in section one, is based on the career conscious individual model, emphasizing four basic domains: self-knowledge and interpersonal skills; knowledge and understanding of life roles, settings, and events; life career planning and placement knowledge and skills; and basic studies and occupational preparation. Section two offers detailed suggestions for: creating a facilitative classroom climate; infusing values clarification into activities; improving discussion techniques and developing role-playing situations in the classroom.

Developing your Potential: Fifth Grade. ED105261

The fifth grade instructional unit is part of a field tested grade school level career education series, designed to assist learners in understanding how present experiences relate to past and future ones.

The eight-hour unit, suitable for group and individual instruction, deals with the affective domain and is not related to any curriculum area.

Ideas: Things to Think About: Sixth Grade. ED105262

The sixth grade instructional unit, part of a field-tested grade school level career education series, is designed to assist learners in understanding how present experiences relate to past and future ones.

The 11-hour unit, suitable for group and individual instruction, related primarily to the social studies area.

Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision-Making, Educational Awareness, and Employability. ED106615

Volume five of the six-volume articulated elementary education career guide deals with the appreciation--attitudes, decision-making, educational awareness, and employability levels of career awareness and aims at developing student social self-fulfillment, career decisions, educational identity, and career placement.

Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R. ED106748

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors.

This search covers the basic elements of affective education, including the interrelationships between learning, self-concept, career development, and self-actualization.

Explore your Potential. Career Development Project. ED107781

The ten-week mini-course, designed for junior high school students in English, in which careers and recreations become a basis for exploring the individual potential of students, contains three lesson plans. The overall goals emphasize communication skills, language usage, interpersonal skills and the development of knowledge of career areas.

Guidance and Counseling Component, Group Counseling Course. Career Development Project. ED107782

The 14 activities in the group counseling course, designed for the seventh grade level, concentrate on the individual goal of heightened self-awareness in order to make life career decisions. Group objectives emphasize: personal interest and values evaluation; better understanding of influences on personal values, of individual differences, of diverse views, and of one's abilities; and the development of a positive self-concept.

The Development of Value Clarification Skills: Initial Efforts in an Eighth Grade Social Studies Class. Occasional Paper 74-3. ED090128

An eighth grade social studies teacher relates his classroom experiences while developing techniques discussed by Louis Raths and his co-authors in "Values and Teaching." Raths approaches value clarification with a seven-part valuing process which encourages children to prize one's beliefs and behaviors, to choose one's beliefs and behaviors, and to act on one's beliefs.

Education for Student Concerns. Affective Education Research Project. ED093725

This book, designed to supplement and enrich the standard secondary curriculum, educates students in the area of feelings, values, and group interaction.

Occupational Expectations--Nature, Correlates, and Utilization in Occupational Education. ED091550

The Occupational Expectations Inventory developed in this study is offered as a device for diagnosing and clarifying expectations, values, and ethics.

Toward Affective Education: A Guide to Developing Affective Learning Objectives. ED092525

This guide was designed to assist the educator in designing and implementing a program in affective education by introducing him to affective education, attempting to make him feel comfortable with it, and enabling him to improve his skills in the affective domain.

Values Education: Approaches and Materials. ED103284

The difficulty of intelligently and systematically selecting from the overwhelming curriculum and teacher background materials being produced and disseminated in values education is a problem for educators and teachers. This book focuses on alleviating the problem, making the choice easier for users of values materials.

Valuing Exercises for the Middle School. Resource Monograph No. 11. ED102034

One of the major goals of the middle school is to help students gain and refine skills in the area of values clarification. One way of securing such value clarification is to plan and assign value sheets--carefully planned and written activities designed to elicit value clarification patterns of language usage from students.

Values in Career Education: Some Pitfalls. EJ117528

Suggests that the focus should be directed away from traditional industrial values that emphasize production and consumption to more humanistic values that reduce competitiveness and soften the distinction between work and leisure.

Getting at the Attitudes Problem. EJ069226

Charges that schools that provide career development programs are striking out in the wrong direction, feeding information instead of appealing to students' emotions and feelings.

What the Future Holds for the Meaning of Work. EJ069605

Examines the implications of career education against the goals of making work possible, meaningful, and satisfying.

Rationale for Career Education. EJ072796

The author points out the need for students to be taught in early childhood healthy attitudes toward the dignity of all work and to be given early opportunities for decision-making regarding their own work careers.

Occupational Choice and Student Values. EJ077311

Article attempts to set out a way of measuring determination, the element capable of making students "occupational choice" a reality not just an ideal, by exploration of the part played by the value system in relation to occupational choice.

Current Trends in Career Education. EJ087350

Three current emphases of career education are value clarification, development viewpoint, and an interdisciplinary collaboration. The interrelationship of these characteristics is demonstrated through discussions of a middle/junior high school program.

Are Losers Essential to the Success of Winners? A Comment on our Value System. EJ089165

Failure is built into our grading system as the necessary opposite of success with the additional justification that students need to understand individual differences. A better approach would be to help children build on positive strengths in anticipation of the tests of real life. Career education may provide alternative approaches for teachers.

Career Education. Elementary School Teachers' Guide to Ideas. Career Awareness, Grades 1-6.

This guide, which provides suggested steps for developing a career idea plan in addition to describing a variety of specific sample objectives for each elementary grade, will be useful for teachers wishing to develop their own career education ideas in the elementary grades. Developed as a project within project vigor, Oregon's Federal Exemplary Program in Career Education. These guidelines for each grade level contain a developmental sequence of behavioral, cognitive, affective, and psychomotor objectives and suggestions for evaluation.

FILMS

Guidance - What's Right
Color. 10 minute, 16mm film. Primary.

"An open-end approach to four situation-type episodes involving moral values and good manners." From the Guidance for Primary Grades, Series No. 1. 1969.

Producer: Charles Cahill and Associates, Inc.
Distributor: Aims Instructional Media Services, Inc.

Helping Students Indentify Interests
Black and White. 14 minute, 16mm film. High School, College, Teacher Education.

"A young teacher-counselor trys to help a ninth-grader discover the wide variety of ways he may ascertain his career interest."

Producer: Pennsylvania State University, Psych Cinema Register
Distributor: Pennsylvania State University

Jobs and Their Environments on the Job
Color. 14 minute, 16mm film. Junior/Senior High.

"Dramatizes, in nonacademic situations, the prevocational skills and attitudes young people must acquire.... The emphasis is on the internal feelings of the characters as they are confronted with decisions and choices." From the World of Work Series. 1969.

Producer and Distributor: McGraw-Hill Text Films

Searching for Values - A Film Anthology
Fifteen films in a series. 1972.

Producer and Distributor: Learning Corporation of America

Values - A Series
Seven 16mm films in a series. Primary to Intermediate.

Producer: Jarvis Couillard Associates
Distributor: BFA Educational Media

DECISION-MAKING

BOOKS

Kosuth, Joan and Minnesang, Sandy. Choices: A Guide for Organizing and Teaching a Course in Personal Decision-Making. Pennant Press, 1975.

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Arnold, Arnold. Career Choices for the 70's. Crowell-Collier Press, 1971.

Deciding: Decision-Making Program, College Board Student Services, 888 7th Avenue, New York, N.Y. 10019

Ideas About Choosing, Maher & Symmes, Franklin Watts, Inc. Single Book.

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Chairman's Introduction to Program on SIGI, for APGA, San Diego. ED077215

A computer-based system of interactive guidance and information (SIGI) was designed to enhance the student's freedom of choice, to develop his understanding of elements involved in choice, and to increase his competence in the process of making informed and rational career decisions.

Youth Guidance Systems. 1971-1972 Project Final Report. ED089063

The youth guidance systems' primary goal is considered decision-making. The emphasis of the 1971-72 study was the objective of student goal-setting and planning for career and educational development. Guidance curriculum processes and materials were utilized to meet this objective. The ninth grade unit focused on the acquisition of decision-making skills.

In grade twelve the unit was intended to help each student with post-high school decision-making.

Project Worker: Teacher's Manual for a Course in Career Decision-Making for Special Education. ED091560

The manual includes specific examples and sources for materials, many of them locally oriented, that have been successfully used to teach secondary special education students career decision-making and the necessary entry level skills for employment.

The Kansas Model for Career Education. ED095464

The model is explained through comparisons with other models, and through a brief description of its two-dimensional structure of process phases on one side and four career components on the other side (self, work, leisure, resources). The process itself is a decision-making strategy that can be learned for creative career development by individuals of any age group. The Kansas model may be applied to all learners because they can enter the process wherever they are, at any stage in their own development.

Decision-Making at an Early Age: An Elementary Mini-Course Program. ED100506

A pilot mini-course program was launched for elementary school children aged 8 to 13 years based on the assumption that children learn best when they can practice what they are being taught, and will show an increased interest in school work when they are given a role in the decision-making process.

A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family. Final Report. ED101190

The purpose of the project was to perfect a career decision-making model that could be used by an adult basic education teacher to help the disadvantaged adult upgrade himself educationally and make a realistic career decision based upon his and his family's personal value system; his goal decided upon, the model could be used to help him determine the best route to his selected career.

A Career Education Model: Research Project in Achievement Motivation for Junior High School Teachers. ED103581

The study investigated the effects of an in-service teacher-training workshop in achievement motivation and career cluster simulations on career decision-making skills for junior high students.

Career Awareness for Elementary Schools. ED105167

The elementary program of career education, patterned after the elementary component of the East Providence Career Education Pilot Project, attempts to develop decision-making skills, self-direction, career awareness, and basic skills through greater individualization of instruction.

Career Decision-Making Program: Interim Product Report. ED106563

The interim product report on the Career Decision-Making Program describes products from the program under three headings: career guidance units, a supportive Career Information System (CIS), and evaluation materials.

Career Education Curriculum Guides: Unit I and Unit II for Grades K-3 Grades 4-6. ED107826

Two separate sections, one for grades K-3 and the other for grades 4-6, describe career education activities related to five developmental goals; the uniqueness of one's self; personal qualities and attitudes affecting careers; wide varieties of career choices; and decision-making skills.

Streaking Toward Career Decisions. ED109304

The K-12 career education program in the Pickens County schools, Alabama, is designed to place particular emphasis on the importance of the development of decision-making skills as an aspect of career development.

Career Education and Career Choice. EJ055782

Career education means guaranteeing students a wide choice of careers, educating them to make wise decisions, and leaving them absolutely free to choose.

Has Career Education Left you Behind? EJ069626

The vocational teacher has the potential to affect a person's career decision--a responsibility not to be taken lightly.

Doctor, Lawyer, Indian Chief. EJ072917

Discusses a new approach in career decision-making.

The HRD-CDMS Delivery System. EJ076431

The three articles presented here discuss the development and implementation of Human Resource Development training (HRD) for counselors and the Career Decision-Making Skills (CDMS) delivery system which represent a step in the direction of providing a model for effectively developing student resources.

Vocational Decision-Making: A Function of Rejecting Attitudes. EJ080781

Students tend to have greater feelings about vocations they reject than about vocations they are willing to accept.

A Model for Developing a Career Decision-Making Program. EJ082483

This article describes the process used by a high school counselor to design career decison-making activities, field-test the activities, and use the field-test results to determine the most effective career decision-making program.

The Shop Teacher's Role Teaching Decision-Making. EJ108718

The responsible shop teacher provides opportunities for students to learn independence through the decision-making process. Decision-making is explained beforehand, student and teacher brainstorm alternatives, weigh choices, decide, and carry out the decision.

I Don't Know What to do? You Tell Me. EJ108821

Describes why and how Florida State developed a new career planning course that helps students formulate realistic goals. The course is designed to initiate self-motivated individual study through structured exercises, videotapes, bibliographies and guest speakers.

Deciding: Text and Leader's Guide. VT017804

This course of study to teach students how to make decisions represents an innovative attempt to assist grade 11 and 12 students in making well-informed and considered decisions about themselves, their education, and their future.

Suggested Activities and Information on Career Development at the Elementary Level. VT100066

This document provides the teacher with an overview of the general purposes of an elementary pilot program for the world of work. The guide offers a number of instructional activites that can be used and also provides general objectives for educational development in the following areas: (1) self-concept, (2) decision-making, (3) community resources, and (4) occupational information.

Curriculum Guide for Career Education in Grades 11-12. VT100401

This curriculum guide for a career education program in grades 11 and 12 contains a rationale for career education, general and specific behavioral objectives involving self-evaluation, occupational awareness and decision-making skills, and eight instructional unit outlines.

FILMS

Career Awareness - The Alternative
Color. 11 minute, 16mm film.

"Suggests that there can be dignity and satisfaction in any kind of work, and states that the individual should decide for himself what criteria to follow in choosing a career." 1971.

Producer: King Screen Productions
Distributor: King Screen Productions

Career Choice Counseling
Black and White. 18 minute, 16mm film. College.

"Shows how a counselor helps a student in the top tenth of his class in grades and ability, define his occupational goals."

Producer and Distributor: Pennsylvania State University

Careers - Making A Choice
Color. 15 minute, 16mm film.

"Explains various factors to consider when choosing a career-location, education, salary, co-workers, mobility, attire and satisfaction." 1970.

Producer and Distributor: Doubleday Media

Choosing A Job
12 minute, 16mm film. Junior/Senior High School.

"Explains how to choose a job that will be suitable for you and what trainee programs are available in order to help you choose a job to keep you and your employer happy." From the Careers in the Office Series. 1970.

Producer and Distributor: Encyclopeadia Britannica Educational Corp.

Moment of Decision
10 minute, 16mm film. High School.

"Tells the story of four boys who are faced with a decision--whether or not to steal a car and take a joyride. Shows that even though a boy's decision may be colored by his background, the responsibility is his." 1962.

Producer and Distributor: Sid Davis Productions

We Make Choices
Color. 10 minute, 16mm film. Intermediate/High School.

"Discusses the decision-making process in depth. Before making any decision, especially the choosing of a president, one should be sure the decision is logically sound." 1969.

Producer and Distributor: Barr Films

Decisions Decisions
Color. 15 minute, 16mm film. Intermediate/University.

"Everyone faces decisions--and the more important they are, the tougher they are to make.

"Like any newcomer, Tommy is eager to make friends. Joey not only befriends him, but also invites him to help with chores on his grandmother's farm for the glorious pay of twenty dollars. Twenty dollars will go a long way toward the horse Tommy hopes to buy, and a weekend in the country sounds like fun. It all seems like a great beginning in Spring City, until....

"Tommy slowly begins to realize that his friend is a misfit whose every move encourages rejection. Gradually it dawns on Tommy that the choice boils down to loyalty to Joey or group acceptance. The decision point becomes the weekend trip. After delaying, hoping for a reprieve and agonizing for hours over the consequences, Tommy is forced to take action, one way or the other."

Producer and Distributor: Agency for Instructional Television, AIT, Box A, Bloomington, Indiana 47401

OCCUPATIONAL INFORMATION

BOOKS

Baer, Max Frank, and Edward C. Roeber. Occupational Information: the Dynamics of Its Nature and Use. Science Research Associates, 1964.

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Catalog of Individualized Learning Materials in Career/Vocational Education, Oregon Department of Education. (Distributed by DCE, P.O. Box 1491, Portland, OR 97207.

Children's Dictionary of Occupations, Career Futures, Inc.

Come To Work With Us In _____. Sextant Systems. Series of books, at least 8 titles in series. Can be purchased separately.

Cooperative Work Experience Coordinators Manual, Oregon Baord of Education, 942 Lancaster Drive N.E., Salem, OR 97310

Dictionary of Occupational Titles - Volume I

Encyclopedia of Careers and Vocational Guidance
Volume I - Planning Your Career
Volume II - Careers and Occupations
J.G. Ferguson, Chicago, Ill (distributed through Doubleday)

(The) Guide to Vocational Education in America: Trends to 1978. Market Data Retrieval, 1975.

I Know a _____. Putnam
Series of books, at least 9 in series. May be ordered separately.

Job Resumes, Biegelson, 1969.

Occupational Outlook Handbook.

Oregon Manpower Resource Book, State of Oregon, Employment Division.

People in Products and Services, Career Awareness Program K-6, Portland Public Schools Area II.

Purchasing Agents Buying Guide, Telephone Book Yellow Pages, Pacific Northwest Bell Telephone Company.

SRA Handbook of Job Facts, Carole J. Lang Guidance Department, SRA.

Vocational Guidance Manuals, Louisville, Kentucky.

Worker Trait Groups, Appalachia Materials (adaption of D.O.T.)

Yellow Pages of Learning.

ERIC

A Comparison of Two Methods of Presenting Occupational Information. ED062574

Videotape recordings were compared with use of slides and an audiotape to determine whether the cost of videotape was justified for use with students in Appalachian high schools. Methods were compared on the basis of cognitive information retained by students, student receptivity to each of the two methods, and the cost of equipment.

A Guide to the Self-Directed Career Program: A Practical and Inexpensive Vocational Guidance System. ED064516

This report presents the self-directed career program, an inexpensive program designed to provide vocational guidance to all high school students, college students, and adults who desire it.

Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Student Workbook. ED065687

This tentative student workbook provides occupational guidance for students in grades seven, eight, and nine by means of nine units focusing on self-appraisal, general educational and vocational awareness, and specific career and school planning. A wide variety of worksheets includes reading materials, tests, vocabulary lists, games, checklists, and resource materials.

Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Teacher Supplement. ED065688

This tentative curriculum guide for nine-week occupational guidance classes in grades seven, eight, and nine will provide counselors and teachers with lesson plans and resource materials in career education.

Extensive appendixes include resource materials, guidance objectives, vocational development theories, and annotated booklist, and occupational information.

The Educational and Career Exploration System: First Year Report of a Countywide Field Trial and Evaluation. ED065704

Developed by the advanced systems development division of International Business Machines (IBM) in consultation with two professors, the Educational and Career Exploration System (ECES) includes information on 400 occupations and 300 post-high school majors. Designed for the high school student and for use with a computer terminal, the system includes charts which summarize and compare information about the student and his explorations.

Project INFOE (Information Needed for Occupational Entry). Final Report, Phase I. ED065717

The Information Needed for Occupational Entry (INFOE) project incorporated the use of microfilm aperture cards to help students acquire information about local employment opportunities and qualifications for various occupations.

Career Choice and Career Preparation. ED066587

This innovative study guide provides individualized occupational guidance for students in the secondary grades by means of autoinstructional reading materials covering career choice and career preparation.

Teenage Jobs. ED068671

This supplementary reference reading material for high school students and teenagers introduces the reader to over 1,000 job ideas.

Project People of Peoria: Career Awareness and Exploration. ED068684

This booklet was written by teachers for teachers, to help them implement career education in the classroom.

Emphasis in the project was on people and what they do--refocusing curriculum around people and their occupations.

The Encyclopedia of Careers and Vocational Guidance, Volume I: Planning Your Career. ED069881

This encyclopedia is designed to be used by junior and senior high school students, their parents, and school counselors who have need for both general and specific career information and for suggested approaches to educational and career planning.

The Encyclopedia of Careers and Vocational Guidance, Volume II: Careers Occupations. ED069882

This encyclopedia is designed to be used by junior and senior high school students, their parents, and school counselors who have need for both general and specific career information and for suggested approaches to educational and career planning.

Educational and Career Exploration System: Report of a Two-Year Field Trial. ED071000

This report traces the earliest field trials and later developments of the Educational and Career Exploration System (ECES), a computer-based learning environment to be used as a part of the educational and vocational guidance services in secondary schools.

Curriculum Materials in Career Education for the Disadvantaged. Appendix D of a Final Report. ED072208

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this paper examines the curricular needs of disadvantaged students, curriculum materials according to different reading and interest levels, and the contribution of curriculum materials toward career awareness (elementary level), career exploration (junior high level), and career preparation (secondary, post-secondary, and adult levels). Included are career education kits, curriculum units, vocational films, and several series of books containing career information.

A Statewide Evaluation of Vital Information for Education and Work (VIEW). ED073239

This study is the first statewide effort in California to evaluate the effectiveness of Vital Information for Education and Work (VIEW), which are occupational awareness materials available at 10 designated view centers in the state.

Career Information Handbook. ED085504

The handbook is a companion volume to "High School Career Interest and Information Survey" but its use extends to high school counselors, teachers, administrators and their students as an independent reference tool for occupational information.

Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED075611

The elementary grades resource units were prepared to provide students with occupational information to make them aware of the meaning of work and to present the "World of Work" in a manner appropriate to the students' state of development. This document is comprised of teaching units for the several elementary grades, with information about various occupations, developed to present learning activities in the career areas.

A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED075612

This resource unit was prepared as guide for career orientation in grades seven and eight to be used by all teachers of all subjects in planning and implementing career orientation activities. The unit is designed to give students a broad knowledge of the characteristics and functions of specific occupations within a spectrum of occupational families.

Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED075613

This resource unit was written as a guide for career exploration in grades nine and ten. Students at these levels need the opportunity to explore their capabilities in a wide variety of occupational situations, and secondary school curriculum should provide occupational experiences to enable them to make realistic occupational choices by gaining an understanding of the aspects of work related to their own personalities and abilities.

Compulearn Career Education Program: Student Guides, Educator Guides, Bibliographies and Career Index, Data Sheets, Career Computer, and Program Cards. ED078174

The compulearn system was developed for use in general education, special training, and business and industry to provide individualized instruction for all age groups in a wide range of career areas and occupational fields.

New Skins for New Wine. ED079380

The development of a prevocational exploratory program by a junior high school faculty is reported. In an attempt to integrate the academic and prevocational exploratory subjects, all pupils are required to take a vocational course as part of their normal load. The primary goal of the program is to develop an awareness of the many careers and career opportunities that are available to pupils who will prepare themselves for these careers through appropriate educational and skill training programs.

Review and Analysis of Sources of Occupational Information for Career Education. ED079482

The recent trend toward a greater emphasis on career education for life preparation has brought with it the need for more accurate and appropriate information about self, environment, and the world of work. This publication was prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources.

Occupational Orientation: An Introduction to the World of Work. Teacher's Edition. ED080675

If methods of implementing career education are to be effective, they must reflect not only an understanding of how career development occurs but also a knowledge of sound ideas for stimulating career exploration in young people. Comprehensive in scope, this guide to occupational orientation reflects a broad synthesis of resources and activities.

Senior High Learning Resources for Career Education. ED080711

This resource guide was developed to provide a record of the resources available to school media centers in their effort to support career education at the senior high school level.

Grades 7, 8, and 9 Learning Resources for Career Education. ED080712

This guide was developed to provide a record of the instructional resources available to media centers for use in grade 6 through 8.

Elementary School Learning Resources for Career Education. "Putting it all Together" for K-6 New Jersey School Media Centers and Libraries.

This guide was developed to provide a record of the current resources available for school media centers as they seek to support career education in the elementary grades.

VIEW in Review. ED082099

VIEW was designed as a supplementary aid for counselors, teachers, and administrators to assist students in making occupational and career choices. VIEW makes current, relevant career information accessible to students via a system of microfilm cards and readers, a deck of occupational VIEW cards, and an index of occupations listed.

Career Information System. Computerized Occupational Information System. ED084345

In a booklet designed to familiarize the reader with use, purpose, operation, and audience of the career information system, sample printout pages are presented. The system is intended for use by high school students, and its ease of use is emphasized.

Career Development Resource Materials K-6.

Almost 400 resources are listed with bibliographic information, price, recommended grade level, review sources, and an annotation provided for each entry. Books, films, filmstrips, records and guidance kits are included. Entries are listed in three categories: Part I, personal development, including the groupings of identity--know and accept one's self, accepting differences, understanding values, changing personality, cooperation, and making decisions; Part II, the world of work, including the groupings of bibliographies and aids for teachers, introducing occupations, women in the world of work, economics in the world of work, and stories to introduce the world of work; and Part III, occupations: alphabetic listing, including listings under 59 occupations.

Getting it Going--Keeping it Running: A Handbook for Career Information Systems.

This handbook was designed as a tool to assist school and agency staff in management and in-service training needed in implementing a comprehensive Career Information System (CIS). The background, goals, and organization of CIS are given briefly. An explanation of the system which is computer-based yet also employs a manual needle-sort system is presented.

World of Work; Elementary School Handbook. ED085498

Written by a committee of educators during a summer workshop, the handbook deals with a variety of topics which together constitute a practical program in career education. The purpose, concepts, and objectives of the program are listed. A career cluster wheel, definition of each cluster, and a partial list of occupations found in the cluster comprise the next section.

Delaware's Occupational-Vocational Education Model: Career Development Learning Units: Middle School. ED085557

Eight career development learning units were produced by classroom teachers in the Milford, Delaware, school district using the triad concept of school, teacher, and community and using career clusters as a data base for school activities to increase student awareness of the variety of career opportunities available.

Mobile Training Unit--A Total Community Approach to Career Guidance. ED086808

The purchase of a Mobile Training Unit (MTU) allowed the Indiana Career Resource Center to disseminate career education materials throughout the state. This report presents the effects of that mobile unit program.

Keep Careers in Mind: Middle School Career Education. ED086863

The purpose of the handbook is to provide teachers of middle school students a resource for integrating career education into subject area disciplines.

The document provides a job cluster wheel of fifteen clusters.

The clusters are further refined in outline form, including jobs at all levels. In studying the clusters, students will become able to: identify various occupations, identify skills and talents of workers, observe how occupations affect life style, relate products and services with worker interaction, recognize that environments affect job location, and ascertain how a worker gains dignity and satisfaction from a job well done..

Career Development Materials: An Annotated Bibliography. ED091559

The materials listed in the annotated bibliography are especially appropriate for use with students in the exploration stage of vocational development which usually occurs during the junior and senior high school years. The material represents only a small fraction of available career resources, but it may serve as a starting point for persons interested in implementing career programs in their schools.

Oregon Career Information System: An Evaluation of Phases I and II of a Three-Phase Development Project. Final Report. ED094111

The Career Information System (CIS) was developed with the purpose of providing direct access to career and labor market information in forms meaningful to students and other clients and integrated into schools and social agencies in the state. The document discusses the information system, dealing with the topics: economics of information, information sources, data storage, career planning information file maintenance, manpower requirements, and evaluation of career planning information content and timeliness.

Promoting Adolescent Career Information--Seeking and Information--Processing Behaviors with Group Social Models and Structured Group Counseling. Final Report. ED096586

This study developed and experimentally evaluated a series of structured interaction materials and group social models for promoting career information-seeking and information-processing behaviors by high school students.

Creating a Career: Instructor's Manual. ED099468

Creating a career is an instructional program in vocational guidance, developed for use in adult basic education and retraining programs. As a curriculum-based program, it was designed to provide activities for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills. This instructor's manual is a guide to objectives, activities, and instructional methods.

Careers: A Directory of Vocational and Technical Training Resources in Oregon. ED101091

Careers is a publication which presents a systematic approach to the selection of a career and occupation, stressing the belief that launching a career begins with self-appraisal, continues with career selection and job training and concludes with job entry. It is a step-by-step outline of the way to find the right job and where to obtain the training needed. Step 1--getting to know yourself--is a personal inventory in terms of work, education, and hobbies. Each of these areas is analyzed in terms of identifying job related abilities. Step 2--picking the right career--lists job descriptions with reference to the present Oregon Labor Market, aptitudes, attitudes, and abilities needed, the Oregon employment outlook, training needed, and locations for the necessary training.

Choice: Career Handbook of Occupational Information by Clusters for Educators. ED101218

Choice is an illustrated, 100-page booklet which defines the parameters of the 15 U.S. Office of Education Career Clusters and provides detailed occupational information on approximately 50 representative jobs within each cluster. This information includes the job's Dictionary of Occupational Titles (DOT) code, a short description of functions, and the general educational development, specific vocational preparation, and worker traits required of applicants for that job.

Paraprofessionals in Occupational Resource Centers. ED101263

This report is intended to serve as a basic information source for those who seek to establish an occupational resource center, are seeking information concerning paraprofessional training programs, or simply wish to expand their awareness of the programs and materials available in the career education field.

Resources: Recommendations for Adult Career Resources. ED102428

Adults often return to school to acquire skills useful or necessary to enter or change their status in the world of work. It is helpful for them to have access to materials which describe familiar careers and introduce new jobs and occupations. This annotated compendium is designed to meet that need by reviewing and listing printed and audio-visual materials produced in the last five years.

Sources of Career Education Information. ED103649

The 20-item annotated bibliography will assist teacher, counselors, and students in finding available information in careers and/or in selecting and purchasing materials on careers and vocations.

Career Awareness K-6: Dictionary of Occupational Titles. ED105211

The occupational handbook, although useful independently, is designed to be used with the career awareness guide "I Can be Me From A to Z." The handbook is intended to aid pupils in elementary school to become aware of the occupational clusters they will be studying in more depth during junior and senior high school. The publication focuses attention on awareness of occupations rather than choice, exposing pupils to different life styles, career patterns, and educational experiences. It is organized according to the U.S. Office of Education's 15 Occupational Clusters.

Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12. ED105251

The publication offers approximately 2,200 titles of films, filmstrips, slides, tapes, scripts, games, kits, printed materials, songs, records, and other aids which may be used by school counselors and instructional staffs to integrate career development into the total school curriculum.

Elementary Career Education Activities: K-3. ED106544

The curriculum guide is designed to integrate elementary school curriculum with career education concepts in the primary grades. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world.

Elementary Career Education Activities: Grades 4, 5, 6. ED106545

The curriculum guide is designed to integrate elementary school curriculum with career education concepts. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world.

World of Work: K-10 Continuum ED106556

The occupational motivation program was developed to expose students to career information and to aid them in choosing and preparing for a career.

Explore your Potential. Career Development Project. ED107781

The ten-week mini-course, designed for junior high school students in English, in which careers and recreations become a basis for exploring the individual potential of students, contains three lesson plans.

Career Orientation and Exploration: Lesson Plans for Grades Eight and Nine. ED107846

Nineteen units of lesson plans for teaching career orientation and exploration to students in grades eight and nine stress positive attitudes, self-knowledge, occupational information, and basic career skills; topics range from world-of-work orientation, self-appraisal, and occupational clusters to tentative career choice, job application, and career advancement.

Guided Occupational Orientation Program: Elementary Program. Final Report, Volume III. ED107871

The document is composed of a student book examining the world of work for the fifth grade level; a teacher's manual, a student book, individualized career studies, and a skill center booklet for the sixth grade level.

Elementary Information Needed for Occupational Exploration Report. ED107920

The elementary INFOE (Information Needed for Occupational Exploration) study for grades 4-6 was conducted to assess the feasibility of establishing an articulated program of career information for students at the elementary school level. Background for the study and the development of the materials is discussed.

Guide to Secondary INFOE for Counselors and Students. ED107921

Secondary INFOE (Information Needed for Occupational Entry) is a service which enables counselors to provide localized career and educational information to students. The key to the INFOE service is the INFOESCRIPT, a career brief developed for student use in the form of a microfilm aperture card.

Guide to Junior High INFOE. ED107922

The junior high INFOE (Information Needed for Occupational Exploration--In Depth) program adds career concepts and an occupational information system to a K-14 career information program. The guide, designed for grades 7-9, contains units covering introductory activities and information on careers and job titles for 8 of the 15 career clusters.

Teacher's Guide to Elementary INFOE. ED107923

The elementary INFOE (Information Needed for Occupational Exploration) program is a means of adding career concepts and an occupational information system to a K-14 career information program. The teacher's guide, designed for the elementary grades (4-6), contains units covering introductory activities to 15 career clusters and general information on job titles, and utilizes cluster interest testing.

Vital Career Information Center Handbook. ED108054

This handbook was prepared to assist those coordinating the vital program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting vital occupational information to students who are interested in gainful employment after leaving school.

Models for Career Education in Iowa--Selected Occupations by Clusters for Use in Elementary Schools. ED109314

The document provides occupational information intended for use in elementary schools and possibly junior high schools. It lists occupations typically identified as being part of the 15 USOE occupational clusters.

A "Starter" File of Free Occupational Literature. 1975 Edition. ED109553

This edition of the "starter" file of free occupational literature was revised in order to provide optimum amounts of information and assistance to young men and women about to assimilate and use career information.

Classifying Career Literature. EJ049203

Working with two librarians, the Cornell Career Center came up with an open-ended, flexible system which aids student use of sources.

Occupacs for Hands-On Learning. EJ050647

Identifies four approaches needed for presenting K-9 occupational information.

Quicken the Pace of Student Exploration. EJ079113

Describes a program designed to help students identify careers and alternatives through: (1) computerized guidance information, (2) employment data, and (3) hands on experience and programed instruction.

Films About Careers. EJ086103

A comprehensive listing which describes 118 productions on the world of work and fitting into it.

Educational Component Project of the Career Information System. EJ087444

The educational component project of Career Information System (CIS) is a direct response to the need for a single, efficient informational source relating career opportunities and decisions with post-secondary educational opportunities and choices. CIS currently operates statewide to provide labor market information to students.

Careers Day--An Innovative Approach. EJ087446

The new concept of careers day revolves around the cluster theory. Ten to fifteen people who represent differing careers within a specific area set up visual displays depicting some aspect of their occupation. Hence students can obtain information concerning related occupations at various educational levels.

Building Valid Occupational Images. EJ112166

The first step in collecting accurate occupational information is to identify the aspects of an occupation that are relevant to career choice. Twelve such categories are offered.

A New Twist to Program Promotion/Student Recruitment Dial-A-Career. EJ120486

The Dial-A-Career system relates occupational information about a vocational course or program to the community via telephone.

Planning for Career Education. VT100635

To bridge the gap between school and work, an exemplary program in the Bismarck School District has produced a number of materials represented here.

Career development activities, presented in a three-column teaching guide, integrate career information into the curriculum of the elementary and secondary grades of work in Art, Social Studies, Mathematics, Music.

Career Education Project for School Personnel. Occupational Education Research Project Final Report. VT100736

This document reports a project for developing strategies for successfully equipping teachers with occupational information and experience for integrating career education into the secondary and elementary grades of the Wake County Schools of North Carolina.

Career Education Literature. Omaha Public School Materials. Junior High Level. VT100888

This particular guide contains the resources available for use at the junior high level. Included are entries of reading textbooks and other references with accompanying workbooks about workers, and skill building materials.

Iowascript Project. Final Report. VT101133

The major objective of this project was developing, implementing, and disseminating occupational information as a tool for career decision-making. Data from local sources was developed on 205 occupations, placed on microfilm, and distributed to students in eleven pilot secondary schools.

Career Education Activities and Reference Resources, Grades 7-9. 1973. Administrative Copy. VT100226

Reference and resource materials designed to supplement a program in occupational awareness for grades seven, eight, and nine are presented. Job clusters and supplemental material pertaining to them comprise more than half of the booklet.

Development of Career Education Center for the Junior High Student. ED107758

The guide describes an exemplary project which consisted of establishing and organizing a career education center as part of an existing junior high school media center complex. It provides guidelines to students for obtaining information from the media center regarding self-awareness, job opportunities, and job titles, specific careers, colleges, and private and vocational schools. Other materials covered by the guide include: a self-analysis summary; student career interest survey; tips on job hunting and a career development self-test.

One Approach to Career Development. EJ061773

Describes a course offered to students, faculty, counselors, administrators, and employees, which is designed to generate thinking regarding student use of occupational information in making career decisions.

Draft Resource Book for Development of Preoccupational Skills in the Adult Basic Education Program of Manitoba's Community Colleges. ED103765

The major purpose of the preoccupational tract of Manitoba's ABE program is to enable students to get first-hand information about the world of work and to get information about themselves that will assist them in crystalizing an occupational choice.

Review and Analysis of Sources of Occupational Information for Career Education. ED079482

This publication was prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources.

FILMS

Bowmar, Inc. - Glendale, California. Jobs for the New Generation, Compassion for People, Nations Builders, The Age of Electronics, Money Tree.

Career Education Associates. What You Should Know About a Career in Advertising; As a Machinist; As a Physicians Assistant; As an Office Worker.

Choice Or Chance. Black and White. 18 minute, 16mm film. "Uses actual interviews with teenagers to point out how young people feel about their search for a profession. Includes brief descriptions of many types of jobs," 1966. Producer: Philadelphia Commission on Human Relations. Distributor: Independent Films, Inc.

Data, People, Things. Color. 13 minutes, 16mm film. Designed to "tickle the funny bone" of junior high students who are being made aware of career choices, this film helps the viewers categorize jobs according to functions. Every job can be evaluated as dealing in varying degrees with "date", "people", and "things". It can effectively be used to introduce a unit on career exploration or to help students prepare for an occupational field trip. Producer and distributor: MCIED (film #2411).

Job Interview - The Way It Is. Color. 21 minutes, 16mm film. For students preparing for their first job interview! Personnel representatives of five major employers in the Portland Metropolitan Area tell students what they look for in the people they interview. These businesses, Fred Meyer, Inc., Kaizer Foundation, McRobert's Ford, Reynolds Metals Co., and U. S. National Bank place thousands of people in all areas in the work world at entry, technical and professional levels. The message they give is straightforward -- come prepared, look good, be honest, be confident, show us you can get along with people. Producer and distributor: MCIED (Film # 5357).

Oregon State University. Foreign Language in Careers (Video Tape) 9-12

Random House: Who Works for You. Advertising in the World of Work. Cassettes/folmstrips/spirit masters. 6-8

SVE Sound Filmstrips (Singer) Job Opportunities for Inner City Youths. Job Survival Skills - 15 parts.

COMMUNITY RESOURCES

ERIC

Yellow Pages of Learning Resources. Resources Directory Area Code 800. Open for Learning. ED064806

This book is concerned with the potential of the city as a place for learning. Discovery of the city is facilitated by a catalogue of 70 alphabetically arranged categories made up of: (1) People (28 entries, ranging from Butcher to Psychologist); (2) Places (29 entries, from City Hall to Zoo); (3) Processes (13 entries from Candymaking to Weather Forecasting). For each entry there are some descriptive statements, suggestions of how to explore the particular resource, a series of questions, and sometimes a personal report.

Community-Career Orientation Program. Final Report. ED068734

The objectives of this exemplary career orientation program were to provide children in grades 3-6 with opportunites to: (1) Broaden their occupational aspirations and self-image, (2) develop the concept of the dignity of work and pride in workmanship, (3) identify community problems, explore alternative solutions, and contribute to improvement of human life, (4) become aware of occupational opportunities, and (5) formulate through exploratory experience more specific career goals and make wiser course choices for grades 7-12. During the past two years, 8,771 students and 426 teachers have participated in the project activities which were designed to make a classroom of the community by utilizing community resource people in the classroom and by making field trips to various community agencies.

Involving the Community in Career Education. ED076760

Intended for teachers, this monograph discusses ways in which schools can involve the community in a career education program. Included is a discussion of such community resources as local business establishments, governmental agencies, and civic clubs and how these resources may be used in the instructional program.

Henderson County Vocational Education Curriculum Integration Project: History Report, July 1, 1970-June 30, 1973. ED087910

The objective of the three-year project was to synthesize career education concepts from the literature and from practice into a continuous occupational information program for grades one through twelve. A variety of methods was used to implement the program: teacher-made lesson plans, "hands on" activities, and in-service workshops among others. The most effective method was the utilization of community resources.

The Idea Tree: Booklet II in the Series, Utilizing Community Resources. ED103611

The idea tree suggests a variety of ideas for using community resources in classroom activities.

Community Resource Directory. ED103783

To help schools use community volunteers as part of their guidance program a community resource directory has been developed by South Dakota Career Education.

The guide can be particularly useful when meeting some of the student needs cited in the South Dakota Counselor's Workbook. These needs would include making post-high school plans, decision-making, developing career awareness, exploring careers, planning careers, and finding jobs and careers. Methods of identifying and using community resources are also discussed in the directory.

PIPS: People in Products and Services: Guidebook to be Used with Idea Book. ED106530

The PIPS (People in Products and Services) guidebook is to be used by teachers in conjunction with career education: an idea book, and is intended primarily to provide suggestions for classroom teachers for developing K-6 career awareness programs. The theme of career development must emphasize people, not just products, to make the program relevant to the student.

Community Based Speaker's Program for the Junior High Student. ED107770

The guide, part of an exemplary career education program, contains information on developing a community-based speakers program. It briefly lists the program's purposes and objectives and gives detailed steps to follow for implementing such a program.

The Community Resource Component of the Career Education Project; Part 4.2. ED109391

The document develops a community resources model that compliments the other components of the career education project. It is also designed to be used by all school systems and provides suggestions for resources from broad areas. The introductory information defines community resources as "people, places, and things" and presents a rationale for utilizing these resources.

Project '71: A Coalition for Action. EJ060165

Describes a program designed to give educators and students better access to community resources and provide opportunities for student motivation.

The City is the School. EJ065629

Using Field Trips in Career Education. EJ085644

Real work settings in the community offer learning experiences that cannot be duplicated in the school. The classroom teacher must know the experience program possibilities available in the community, and guide students to discover these possibilities.

Community Resources for Career Education: Starring Baltimore's McCormick Plan. EJ087423

The article develops from a general discussion of the utilization of community resources in career education to a discussion of a particular program--the McCormick plan in Baltimore--and other Maryland programs. Suggestions drawn from those programs are offered for identifying and using such resources.

People, Places, Materials: Career Education Resources. EJ095715

The community and the home can provide invaluable assistance to teachers in developing a meaningful career education program. The author lists nine suggestions concerning sources for people and places which can contribute to a career education program.

Maximizing the Utilization of Community Resources in Career Education. EJ117114

An Alternative Approach to Career Education. EJ117531

Describes an alternative career education program for high school seniors where independent study contracts send students into the community to explore careers and seek information as volunteer workers.

Rural Community Resources as a Guidance Tool: An Action Plan. VT100380

The model provides career information and education using community and regional resources in a school without an established guidance department or full-time counselor.

The strategies used in acquiring career information resource materials in reaching a variety of speakers, and in establishing a usable system for classifying materials and making them available to students are given.

Community Resources of Omaha for the World of Work. VT100887

This guide is one of a series aimed at providing a more comprehensive career education program in the Omaha Public Schools.

The guide focuses on Omaha's community resources. Included are: (1) an introduction, (2) information on the value of field trips, (3) tips on preparing for field trips, and how to interpret data, and (4) a model trip permit and samples of teacher appraisal blanks.

FILMS

Color. 11 minute, 16mm film. Primary/Intermediate.

"Shows various service men, including plumbers, carpenters, telephone men, TV repair men and the employees of lock and key shops, laundries, service stations and of community services, such as the Fire Department and Police Deparment at work." 1968.

Producer: Films/West, Inc.
Distributor: Aims Instructional Media Services, Inc.

Using Community Resources
Color. 16mm film. Intermediate/College.

"Teaches students to tap original source material when doing a search for a report." From the Library Learning Laboratory III, Seeking and Finding Series. 1970.

Producer and Distributor: Fordham Equipment and Publishing Company.

Using Community Resources for Teaching
Black and White. 30 minute, 16mm film. Teacher Education.

"Victor Spevack discusses how instruction can be improved through the use of community resources." From the Utilization of Audiovisual Media in the Classroom Series. 1964.

Producer and Distributor: New York City Board of Education

CAREER DEVELOPMENT

BOOKS

People We See, Know, Like. Career Development, Kindergarten. VT015198

This kindergarten-level instructional unit is designed to aide teachers in acquainting children with basic information on the roles of different people, both within and outside the family; the children's own roles within the family and school; various occupations in the school and community; a variety of jobs in the home, school and community; and the concepts of work and specific jobs.

ERIC

A Resource Guide for Career Development in the Junior High School. ED067469

This resource guide for a developmental junior high career education program contains general and specific behavioral objectives, a program description, and a wide range of resource materials.

Contemporary Curriculum for Career Development. Year End Report (1 July 71-30-June 72). ED068683

This report summarizes the activities accomplished during fiscal year 1972 by an exemplary career development project.

Some of the activities included: (1) workshops, educational television in-service presentations and evaluation by the project staff; (2) units of study, field trips, curriculum development, and parent involvement at the elementary school level; (3) teacher in-service field trips, career lab, and community and parent involvement at the middle school level; and (4) career orientation and job placement at the secondary school level.

Concepts and Processes in Career Development: The Professional Development Research Program. ED068727

This conceptual framework for understanding the career development process defines career development as a continuous process of matching individual characteristics with organizational role requirements.

The project had as its objectives: (1) to demonstrate a change in student attitudes toward careers and vocations as measured by a test of vocational maturity, (2) to produce a significant increase in vocational information by experimental students as compared to a control population, (3) to change staff, parental, and community attitudes toeard vocational education and career education, (4) to increase parent and community participation in curriculum planning and implementation in the experimental schools.

Career Development Symposium. ED083494

These programs represent a culmination of efforts made in the last two years by the staff of the counseling and psychological services in attempting to develop a series of career counseling "packages" designed to meet student needs. The programs were based on a theoretical rationale suggesting six classes of factors that influence the career choice process (i.e., change, past experience personal characteristics, interest, aptitude, values and the world of work).

Teacher's Manual for the Career Development Curriculum Guides, 7th and 8th Grades. ED089003

To help teachers make effective use of ten curriculum guides in career education for the seventh and eighth grade levels, the manual comments upon several topics: the career development philosophy, the basic ingredients of the DC program, the roles of the classroom teacher and the guidance counselor in the program, and the setting for the program's implementation.

Vocational Development and Guidance. ED094251

The vocational education volume considers questions of career development, the role of guidance in the school, vocational training, the relation of self-concept to vocational choice, and occupational information.

Child Development in the Home. ED100530

Presented in this pamphlet are some guidelines to help parents develop a responsive, flexible parent-child relationship. Based on recent child development theory, this easy-to-read pamphlet offers practical suggestions for developing good self-concept, responsibility, self-confidence, self-discipline, resourcefulness, decision-making and problem-solving skills in children.

Career Development for the Primary Level. ED105219

The document is the first in a series of three curriculum guides. Intended for use at the primary school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions.

All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framwork: Learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans.

Career Development for the Intermediate Level. ED105220

The document is the second in a series of three curriculum guides. Intended for use at the intermediate school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions.

All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans.

Career Development for the Upper Grades. ED105221

The document is the last in a series of three curriculum guides. Intended for use at the junior high school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions.

All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans.

Career Education: Methods and Processes. Developmental Level K-6. ED105236

The guide is part of a set of materials designed to provide educators with activities infusing career education concepts into existing curriculum on the K-6 grade level.

The theoretical conceptualization for the project, discussed in section 1, is based on the career conscious individual model, emphasizing four basic domains: self-knowledge and interpersonal skills; knowledge and understanding of life roles, settings, and events: life career planning and placement knowledge and skills; and basic studies and occupational preparation. Section 2 offers detailed suggestions for: creating a facilitative classroom climate; infusing values clarification into activities; improving discussion techniques and developing role-playing situations in the classroom; and world of work exploration.

Career Objectives of Wyoming Secondary Students Compared with Parental Occupations. ED105248

The study was conducted to determine the influence of current parental occupations upon the career objectives of secondary students in Wyoming, including variables related to sex and to mother's employment.

Career Development Guides: Sociology of Occupations. ED106632

The guide contains a secondary school social studies unit for career development designed to be team-taught with the guidance counselor. The five-week unit aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, films, exercises, tests, and analyses of occupational clusters.

Career Development Guide: Grades 6-8. ED106636

The curriculum guide is based on the career conscious individual career education model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations.

Independent Career Education. Grades 9-10. ED106671

The career exploration program for grades nine through ten, as part of a comprehensive K through ten career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest.

Parents: Key People to Assist in Occupational Decision-Making (Project Number 1100). Final Report. ED106687

The purpose of this study was to demonstrate that if parents are given information about their child, his interests, skills, and competencies, information about the world of work, and practice in simulated career decision-making, they will transmit this training to their child.

Differential Parental Influences on Vocational Interests Development in Adolescent Males. EJ049887

Career Education. EJ058812

The roles of the teacher, the parent, and student and the implications of career education for course content are discussed.

Characterizations of Self and Student Decision-Making. EJ071948

This paper offers a model for predicting the behaviors and plans for behaviors which individuals make. Findings indicate that student self-conceptions develop in relation to parental attitudes toward achievement.

The Parent's Role in Career Development: A Continuing Education Project in Support of the Vocation of Parenthood. EJ078542

Vocational Development and Guidance. ED094251

The vocational education volume considers questions of career development, the role of guidance in the school, vocational training, the relation of self-concept to vocational choice, and occupational information.

Contributions of Career Development to Career Education. EJ060186

Contributions include awareness of needs for linking today's educators to future options, for constantly assessing oneself for setting goals and making decisions, and for considering career education as a life long process.

Suggested Activities and Information on Career Development at the Elementary Level. VT100066

This document provides the teacher with an overview of the general purposes of an elementary pilot program for the world of work. The guide offers a number of instructional activities that can be used and also provides general objectives for educational development in the following areas: (1) self-concept, (2) decision-making, (3) community resources, and (4) occupational information.

Ninth Grade Career Communications Guide for Career Development. VT100103

This curriculum guide, designed for use as an aid in providing career development activities for elementary students, contains a list of general objectives for career development and a list of specific objec-

tives for the four units pertaining to career communications. These units concern such areas as reading, the news media, the management of money, and job interviews. Each unit contains a list of developmental objectives, a number of learning activities, and materials and resources to implement each activity.

Revised Elementary Guide for Career Development--Kindergarten. VT100105

This curriculum guide, designed to provide career development activities for kindergarten students, contains a list of general objectives for 12 units taught to kindergarteners. Each unit contains a list of developmental objectives, a number of learning activities, and materials and resources to implement each activity.

Career Units for Kindergarten. Contemporary Curriculum for Career Development Series. VT100119

This curriculum for career development was designed for use with kindergarten children. Instructions to the teacher include material on: (1) career education objectives, (2) developmental characteristics and their relation to career development needs of five-year-olds, (3) room arrangements for class activities, (4) field trips, (5) the unit method, and (6) suggestions for career units.

Career Orientation: An Introduction to Career Education for the High School Student. Contemporary Curriculum for Career Development Series. VT100120

This program guide is for use of administrators and teachers planning a career education program for grades nine and ten in career orientation. Concepts of career education are defined through the process of vocational maturation beginning with attitudes in kindergarten and expanding to career preparation in the secondary grades.

A Curriculum Guide for Career Education: Middle Grades. Contemporary Curriculum for Career Development Series. VT100121

This manual is intended for the teacher's use in integrating career education concepts into the curriculum of the middle grades.

Ten concepts are presented covering the sociological, psychological, and occupational aspects of personal development.

Career Development Plan, 1973: Overview. ED083401

The purpose of the overview is to describe in narrative and graphic form, processes for incorporating career development activities in the educational program of local school districts which can be related to identifiable and measurable consumer objectives. Possible feasible and desirable outcomes are in the areas of decision-making skills, personal-social skills and job task skills. A career development model named "American Work Life Studies" is presented.

A Guide to the Integration of Career Development into Curriculum of Joint School District 8, Shawano, Wisconsin. Grades K-5. ED080756

Prepared by elementary teachers during a summer workshop, this curriculum guide is designed to aid teachers in integrating career development experiences into the elementary curriculum.

FILMS

Getting Ahead - The Road to Self-Development
Black and White. 28 minutes, 16mm film.

"Stimulates and encourages self-evaluation, goal setting, continued education, on-the-job learning and other self-development activities". 1969. Producer and Distributor: Roundtable Films, Inc.

A Test Can Teach. Color. 10 minute, 16mm film. Intermediate/High School. "Demonstrates that a returned teacher-graded test can be useful educational tool and can be helpful in improving future test performance. Suggests specific techniques that will enable the student to review and to react to the returned test paper." 1968. Producer: Gilbert Altshul Productions. Distributor: Journal Films.

How To Take A Test. Color filmstrip with captions. Junior High. "Effective study habits and preparation for tests are explained." 1963. Producer and distributor: Society for Visual Education, Inc.

Taking a Test. Color filmstrip. Intermediate-Junior High. "Presents a variety of hints on how to effectively take different kinds of tests. From the Language Arts Program Series." 1967. Producer and distributor: Education Projection Corporation.

Testing, Testing, Testing. Sound filmstrip/color. Grades 8-12. "Helps students approach tests with confidence. Includes six rules for test taking. Gives advice on how to prepare for different types of examinations, how to avoid pitfalls, why one should not be upset by those who finish early, how to relax, how to organize eassay questions and how to handle multiple-choice tests." 1975 Guidance Associates Instructional Media/Harcourt Brace Jovanovich.

What Tests Tell. Color filmstrip with captions. "Examines the significance of tests administered at high school level. Points out the difference between intelligence, achievement, aptitude and interest tests and shows the meaning and value of the test scores." 1964. Producer and distributor: Popular Science Publishing Co.

Your Study Skills - Reviewing for a Test. 11 minute, 16mm film. "Traces the preparation for a test, including picking out key information, organizing it and repeating it in your own words." From the Your Study Skills Series. Producer and distributor: Coronet Instructional Films.

INFUSION OF CAREER EDUCATION INTO COUNSELOR EDUCATION COURSES

The course syllabi included indicate the manner in which two institutions chose to infuse career guidance into counselor and teacher education courses. They reflect a variety of ways that elements of career education can be infused into existing curricula. The individual strengths of each instructor and the uniqueness of each course necessitates that alternatives be available and supports the need for varied means of reaching the same goal.

ACKNOWLEDGEMENTS

Faculty members contributed both directly and indirectly to the course infusion for the counselor education program. The work they have done for and their willingness to share theirs and other individuals materials is truly appreciated.

Dr. John Lind
Portland State University
Portland, Oregon

Dr. Gordon Lindbloom
Lewis and Clark College
Portland, Oregon

Dr. Allen Lee
Portland State University
Portland, Oregon

Dr. Alan Robertson
Lewis and Clark College
Portland, Oregon

INFUSION OF CAREER EDUCATION INTO COUNSELOR EDUCATION COURSES

Two institutions, Portland State University and Lewis and Clark College participated in efforts to infuse career guidance into existing courses which are part of counselor and teacher preparation programs. The syllabi which follows are offered as a preliminary guide to others who might wish to replicate this undertaking.

Ed 486
Occupational and Educational Strategies

Prepared by: Dr. Allen Lee, Portland State University.

Course Description: This course covers material available regarding occupations and educational programs; interpretations of present trends; organizations and presentation of materials; survey and research techniques. Prerequisite: Ed 485

Course Objectives:

To briefly review the broad picture of conceptually ideal career education and the desirable roles for counselors with regard to the productive life role of earning a livelihood.

To develop counselor knowledge of the Oregon and United Stated Office of Education Career Cluster taxonomies, characteristics of each cluster, and current projections for personpower needs.

To develop counselor competency in gathering, reviewing and disseminating appropriate career information.

Course Overview: Course includes overview of conceptually ideal career education for grades K-12, career cluster taxonomies, and suggested teaching-learning activities.

Topics include:

Distinctions between career and vocational education
New and old concepts in career education
Life roles
The cluster concept
Oregon Cluster Concept (Program)
Levels of sophistication in career education
Hands-on experience with computer terminal (CIS)
Hands-on utilization of CIS needle sort
Practical use of the D.O.T. Handbook of Occupational Information, etc.

Ed 507
Developing
Counselor
Roles for
Career
Education in
Grades K-12

Prepared by: Dr. Allen Lee, Portland State University.

Course Description: Identification of desirable coordination and leadership roles for counselors in schools K-12; survey of current status and needs for career education programs, organizational and policy changes needed in local administration to facilitate desirable counselor roles in career education; student, teacher, counselor and administrator competencies for career education; teaching-learning activities and materials development. Prerequisite: Ed 507 Overview of Career Education for Grades K-12

Course Objectives:

1. To develop counselor competencies to assist teachers in relating respective subjects or disciplines to various life roles, especially the productive life role.

2. To develop counselor competencies to plan and implement a desirable local school career information system.

3. To develop counselor competency to precipitate and provide coordinating leadership to enhance career education programs, K-12.

4. To develop counselor competency to identify and evaluate career education needs, K-12

5. To develop counselor competency to work with curriculum and other staff for facilitating the development and improvement of career education.

Course Overview: Course includes a discussion of assumptions about counseling, a review of the current status of guidance and counseling, overview of role of career education programs and suggested teaching-learning activities.

Topics include:

Identification, evaluation and prioritizing of current time use of counselors and others.

Formulation of desirable roles and responsibilities of various staff for career education.

Needs for identifying and utilizing community resources for career education and counseling.

Use of community advisory groups.

Identification of needs, designing and developing teacher inservice to improve career guidance and counseling.

Review of exemplary career guidance and counseling programs.

Formulation of practical plans for career guidance and counseling.

Utilization of outstanding local school practitioners as guest speakers (brought in to the college or university class).

"Show and Tell" by class members.

Diary and analysis of current time-use by counselors.

Panel discussions in class including Governor's State Advisory Council, Oregon Department of Education and students.

Formal credit for planned practicum experiences.

Ed 512
Counseling,
Guidance and
Career Education

Prepared by: Dr. Gordon Lindbloom of Lewis and Clark College.

Course Description: The purpose of this course is to give graduate teacher education students a basic introduction to the skills and concepts of helping relationships, and a basic introduction to the goals, strategies, and desired outcomes of career education. Half the course is devoted to helping the students acquire basic interpersonal helping skills, and the other half is devoted to the basic concepts and content areas of career education. This includes basic purposes, the macro-strategy of infusion, the goals which are appropriate for students at each level of development and strategies for classroom implementation. Combining the counseling and career education emphasis makes it easy to emphasize the importance of developing a learning climate and interpersonal relationships in which students can personalize information and experience in meaningful and timely personal decisions.

The class is individualized to the extent that each participant is asked to use concepts and content presented in class, and to draw on special resources to develop a career education package (whether a unit or separate activities) tailor-made for implementation in their particular classroom, subject area and community. They are to develop it for implementation in their unique situation. These projects are the main focus of the second half of the term's work and are the main basis for evaluating learning for that period.

Course Outline: The helping relationship; helping skills for the classroom.

Session 1.

Overview of the Course: Purposes, Procedures, Content, Requirements.

Introduction to the Helping Relationship.
Three-Hour Workshop on Attending Skills using modified micro-training format, video-tape and live modeling, observation, and peer-counseling practice.
Discussion of Helping Relationship in Classroom and other settings; the basic effects of attending on learners and peers.
Introduction to Counseling Content, Work, Relationship and Aloneness.
Assignment: Gilmore, Section I.
Practice Attending Skills in three interactions and write brief report of situation, action, and effects.

Session 2.

Debrief results of practice assignment in small groups, then whole class.
Workshop on Open and Closed Questions.
Presentation/Discussion on questioning strategies and effects.
Interpersonal Openness and Trust, Facilitative Conditions/Skills.
Assignment: Gilmore, Section 3, I & II.
Practice using open and closed questions in three interactions; report.

Session 3.

Debrief results of questions assignment in small groups.
Workshop on Paraphrasing.
Understanding-Empathy as a Facilitative Condition.
Assignment: Gilmore, Section 3, III, Acceptance.
Practice paraphrasing in three interactions; report.

Session 4.

Workshop on Reflecting Feelings.
Acceptance as a Facilitative Condition.
Assignment: Gilmore, Section 3, IV, Sincerity.
Practice reflection of feeling in three situations; report.

Session 5.

Workshop on Summarization and Integration.
Sincerity-Congruence as a Facilitative Condition
Assignment: Practice summary and intergration skills in three interactions.
Develop alternative career plans.
Read Coleman article.

Session 6.

Integrating Facilitative Skills into Classroom teaching/ activities.
Career as Life-Style, Importance of Work in governing life-style.
Career Education: Life-Centered Learning. Infusion as reorienting the content and process of education at all levels and subjects.
Content of Career Education: Interpersonal effectiveness, Life and work skills, decision-making and planning.
Assignments: Interview a working person in a non-educational career about their career; interview a student their career awareness/plans/relation to school experience.
Identify Career Education resource people in school, district, IED.

Session 7.

Curriculum Library Resources in Career Education.
Patterns of Career Development.
Oregon Model of Career Education.
Career Awareness concepts and activities.
Assignment: Prepare for Visit to Career Ed Demonstration School.

Session 8.

Visit to Career Education Demonstration High School.
Why Career Education.
School-Community Collaboration in Experience-Based Career education.
Changing the Curriculum, Organization, Staff-Student Relations, and School-Community Relations.
Interviews with students and parents.

Session 9.

Elements of Career Development and Decision-Making.
Interests.
Abilities.
Values.
Learning Community Exploration Skills.

Session 10.

Decision-Making: Importance, Systematic Decision-Making, How to teach decision-making.
Clusters and Career Education.

Session 11.

Using Counselors and Specialists and Resource Persons.
Life-Career Planning.

Ed 516
Syllabus
in Career
Education

Prepared by: Dr. Gordon Lindbloom, Lewis and Clark College.

Course Description: The purpose of this career education course is to give graduate teacher education students a thorough introduction to the goals, strategies and desired outcomes of career education, and to help them begin to infuse career education into their own teaching. The teachers are thus introducted to the basic concepts and content areas of career education, the macro-strategy of infusions, learning objectives which are appropriate to students at each level of development and to strategies for classroom implementation. We strongly emphasize the importance of developing a learning climate and relationships in which students can personalize the information and expereince in meaningful and timely personal decisions.

The class is individualized to the extent that each participant is asked to use practices and content presented in class and special resources to develop a career education package (whether a unit or separate activities) tailor-made for implementation in their particular classroom, subject area and community. They are, to develop it for actual implementation in their unique situation. These projects are the main thrust of participation in the class and are the major basis for evaluation of their learning.

PURPOSES:

This class is designed to prepare participants to understand and implement the goals, concepts, content and strategies of career education in their classroom teaching. Participants will have an opportunity to learn:

1. how to describe and explain the basic needs of students and of our society which the career education thrust is attempting to meet;

2. the general purposes, procedures and content of career education;

3. the strategies of infusing career education into the ongoing curriculum of the school;

4. how to identify and establish specific career education objectives appropriate to his/her level of student development and subject matter area;

5. how to utilize concepts, materials and teaching strategies designed to achieve those objectives; and,

6. strategies evaluating the process and outcome of their instructional program in this area.

PROCEDURES:

A variety of activities will be used to provide learning opportunities for participants. Ideas and information will be presented through lectures, films, video-tape, live demonstration, visiting presenters, and reading materials. Small group discussions will be utilized to develop new skills, ideas, and experiences, and to share and evaluate relevant personal experiences. Assignments for outside activities will provide opportunity to seek new information, extend appropriate personal experience, to try-out new concepts and skills.

COURSE OUTLINE:

Session 1.

Work, Life-Style, and Personal Meaning.
Career as Life-Style.
Career Education as Life-Centered Learning.
Personalizing Career Awareness for Teacher and Students.

Session 2.

Why the Career Education thrust? Student needs, Social Needs.
What is Career Education?
Content--Interpersonal Effectiveness, Life and Work Skills, Decision-Making and Planning.
Process of Career Education -- How it is implemented, Infusion.
Career Education content in different subject matter areas.
Classroom processes to expand student development.

Session 3.

Development of Career Education Thrust.
Stages of Career Development over the Life-Span.
Defining Career Education -- The Boundary problem.
The Oregon model of career education.
The "T" framework for personal decision-making.
Interests.
Communication Skill-building.

Session 4.

Curriculum Library Resources in Career Education.
Abilities.
Values.
Communication Skills -- facilitative conditions for self-exploration.

Session 5.

Career Awareness -- content and strategies.
Development of competence and self-image.
Planning objectives and classroom strategies.
Facilitative Conditions -- skills in helping each other.
Preparing for community exploration.

Session 6.

Visit to an Experience-Based Career Education High School.

Session 7.

Exploratory Competence.
Helping learners develop exploratory competence.
Using community resources/community as learning site.

Session 8.

Decision Making--understanding decisions, gathering informations, identifying alternatives.
Helping students understand decisions and responsibilities.
Facilitative Classroom Activities -- Group Building.

Session 9.

Decision Making--weighing risks, action and recycling decisions.
Group Leadership.
Creative Job Search Strategies.

Session 10.

Review and Summarize: Creative Life-Career Planning for Personal Growth.
The Nurturent Teacher.

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(Ed 516)

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Appendices

APPENDIX I

Suggested Format and Criteria for Identifying, Describing, and Classifying Career Education Elements Existing in Current Course Offerings

I. General Description of Course:

A. Number_____

B. Title_____

C. Credits_____Graduate_____Undergraduate_____

D. Usual Instructor(s)_____

E. Is This a required course? Yes_____ No_____
If you checked "Yes", for whom?_____

F. Which term(s) is this course offered? Fall_____ Winter_____ Spring_____

G. Specific Purpose and Catalog Description:_____

_____

_____

_____

_____

_____

H. How extensive is the Career Education content of this course?

Check one: 1. Very Extensive_____

2. Quite a bit_____

3. A little _____

4. Very little_____

5. Don't know_____

If you checked "Very little" or "Don't know", you may find it desirable to proceed to III.

II. List and briefly describe each element or unit of content (already existing within this course) which is judged (by the undersigned reviewer) to constitute an element, facet or dimension of Career Education. Do this by completing and attaching hereafter the following description and checklist (use one page for each element or unit of Career Education which you are able to identify as existing within the course under review): complete one of the following page for each Career Education unit or element identified in this course.

A. Briefly describe in your own words the nature of the Career Education element:_____

_____

B. Is this a discrete (separate) element of instruction within the course or is it blended with or incidental to other content?

Check one: Discrete_____ Blended_____

C. In terms of clock hours of class time, what is the approximate size of this Career Education element or unit? Clock hours:_____

D. To which of the following grade levels is this unit of Career Education primarily directed toward? Check one:
K-6_____
7-9_____
10-12_____
all of the above_____

E. Under which of the following Life Roles would you classify the Career Education content of this course?
Check one:

1. Leisure_____
2. Family_____
3. Citizen_____
4. Producer_____
5. Other (Describe)_____

III. In your judgement, should Career Education content (philosophy, concepts, methods, practice) be added to this course?

Check one:

1. Yes_____
2. No_____
3. No Opinion_____

VI. If you checked "Yes" under item III (above), describe the Career Education content which might appropriately be added and what other content should be eliminated to make room for it:

V. Comments, Suggestion and / Recommendations:

APPENDIX II

CONCERNS OF THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
(June 1, 1972)

1. Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

2. Some national authorities have recommended elimination of elementary school counselors.

3. Employment service and vocational rehabilitation counselors are evaluated in terms of number of cases closed rather than quality of service provided.

4. Counselors are much more competent in guiding persons towards college attendance than towards vocational education.

5. Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs.

6. Most counselors know very little about the world of work outside of education.

7. Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.

CONDITIONS CALLING FOR EDUCATIONAL REFORM

1. Too many people leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

   Too many students fail to see meaningful relationships between what they are asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education for adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both young and adults in our society.

9. The general public, including parents and business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to occupational educational programs in harmony with academic programs.

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